

Virginia Board of Education Agenda Item



Agenda Item: L

Date: January 22, 2015

Title	Annual Progress Report on Memoranda of Understanding for Petersburg City Public Schools and Sussex County Public Schools as Required for Divisions under Division Level Review		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Joseph Melvin, Division Superintendent, Petersburg City Public Schools Dr. Arthur L. Jarrett, Jr., Division Superintendent, Sussex County Public Schools		
E-mail	Beverly.Rabil@doe.virginia.gov	Phone	(804) 225-2865

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: October 24, 2013

Action: Approved the Updated Corrective Action Plan as Required by Petersburg City School Board's Memorandum of Understanding with the Virginia Board of Education

Date: February 27, 2014

Action: Approved the Updated Corrective Action Plan and Memorandum of Understanding with Sussex County School Board and the Virginia Board of Education

Action Requested:

No action requested.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: Monitoring the progress of the Memoranda of Understanding (MOU) for the Petersburg City School Board and the Sussex County School Board supports accountability for student learning.

Section 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

- A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:
 - 1. Written notice of the school’s accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
 - 2. A copy of the school division’s proposed corrective action plan, including a timeline for implementation, to improve the school’s accreditation rating; and
 - 3. An opportunity to comment on the division’s proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school’s corrective action plan and a Board of Education memorandum of understanding with the local school board.

- B. Any school rated Accreditation Denied in accordance with [8 VAC 20-131-300](#) shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

- 1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
- 2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

Summary of Important Issues:

In 2004, the Petersburg City School Board requested a division level academic review. Petersburg City Public Schools and the Virginia Board of Education (VBOE) signed an initial MOU detailing the review process on April 21, 2004. Based on the 2005-2006 assessment results, Petersburg City Public Schools entered into a second MOU on November 20, 2006. On November 17, 2009, the Virginia Board of Education revised the MOU (Attachment A1) for Petersburg City Public Schools. This MOU will remain in effect until all schools are *Fully Accredited*. As required by the MOU, Petersburg City Public

Schools developed a corrective action plan beginning in the 2009-2010 school year. An updated corrective action plan was approved by the VBOE on October 24, 2013 (Attachment A2).

Teacher performance and licensure data are provided by Petersburg City Public Schools as Attachment A3. State and federal accountability data are provided in Attachment A4. The superintendent of Petersburg City Public Schools will provide information regarding the annual progress of Petersburg City Schools.

Sussex County Public Schools was identified for division-level review status in 2004 and entered into an initial MOU with the VBOE. On September 17, 2009, Sussex County Public Schools appeared before the VBOE to enter into a second MOU for Sussex County Public Schools. This MOU was in effect until all schools were *Fully Accredited* or the VBOE released Sussex County Public Schools from the MOU.

In 2013-2014, Sussex County Public Schools consolidated its elementary and middle schools and closed three schools. Sussex County Public Schools now has three schools on one campus: Sussex Central Elementary School, grades K-5; Sussex Central Middle School, grades 6-8; and Sussex Central High School, grades 9-12. Because of the change in school configuration, an updated corrective action plan (Attachment B2) and MOU were required (Attachment B1).

Teacher performance and licensure data are provided by Sussex County Public Schools as Attachment B3. State and federal accountability data are provided in Attachment B4. The superintendent of Sussex County Public Schools will provide information regarding the annual progress of Sussex County Schools (Attachment B5).

Technical Assistance

Sussex County Public Schools and Petersburg City Public Schools will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the Virginia Department of Education. The purpose of this technical assistance is to improve instruction and instructional leadership practices by strengthening the alignment between the Performance Standards for Teachers and Principals included in teacher and principal evaluation and the Lesson Planning, Lesson Observation, Professional Development, and Leadership Academic Review Tools used as a part of the academic review for schools not fully accredited. Technical assistance will focus on developing sample evidence for the sample performance indicators in selected Teacher and Principal Performance Standards. The sample evidence for each performance indicator will become a tool that can enhance the division's observation tools by providing specific samples of evidence that staff can look for in classroom observations and walkthroughs. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations three times between October and February. (Inter-rater reliability deals with consistency between the evidence-collection of two or more observers.) Division staff will support and monitor principals' delivery of professional development on the sets of sample evidence developed to appropriate school staff. Outcomes/next steps will be identified at each session. Contractors will be assigned to each school as a part of the AARPE technical assistance.

Using research-based indicators that lead to increased student achievement is imperative for school improvement. School divisions with a division MOU will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet

quarterly with the Office of School Improvement to review quarterly report data and collaboratively determine next steps.

Asset mapping will be a part of each school's technical assistance. The OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.

Priority schools will participate in specified technical assistance delivered by the Lead Turnaround Partner (LTP) in accordance with the school's contract with the LTP.

Impact on Fiscal and Human Resources:

The contractor to serve as the Chief Academic Officer as required in the Petersburg MOU will be paid by the Virginia Department of Education using existing state funds. Additionally, federal funding will continue at least through September 30, 2015, for priority schools. In Sussex, the Office of School Improvement will use the academic review budget to fund contractors.

Timetable for Further Review/Action:

None.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive the annual progress report for Petersburg City Public Schools and Sussex County Public Schools as required for divisions under division-level Memorandum of Understanding.

**VIRGINIA BOARD OF EDUCATION
PETERSBURG CITY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING
Goals and Expected Outcomes**

Background

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

... When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

In 2004, recognizing the need for technical assistance, the Petersburg City School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. This MOU with the VBOE required Petersburg City Public

Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

In the November 2006 MOU, the Petersburg City School Board and central office staff adopted five key priorities for improving student achievement across the school division, ensuring alignment of resources with these priorities for improving student achievement, and holding the board and staff accountable for results. The key priorities included:

- Student Achievement
- Leadership Capacity
- Teacher Quality
- Communication with all Stakeholders
- Safe and Secure Environment

As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of \$34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates regarding the implementation of the efficiency review.

As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO has administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

As a result of the collaborative efforts of the superintendent, administrative staff, and the CAO, Petersburg City Public Schools has four of its seven schools fully accredited for the 2009-2010 school year: Robert E. Lee Elementary School, Walnut Hill Elementary School, A. P. Hill Elementary School, and Petersburg High School. Four of six Title I schools remain in school improvement. The history of each school's accreditation and Adequate Yearly Progress (AYP) status is indicated as follows:

A. P. Hill Elementary School

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	54.32	58.79	61.47	80.66
Mathematics Performance	48.75	64.20	63.68	80.16
Science Performance	44.12	58.06	61.83	74.03
History Performance		66.92	60.61	81.17
Did or Did not Make AYP	Did Not Make AYP	Did Not Make AYP Year 1 of Improvement	Did Not Make AYP Year 2 of Improvement	Made AYP Year 2 Holding of Improvement-Holding
Accreditation Status	Warned	Denied	Denied	Fully Accredited

J.E.B. Stuart Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	63.80	65.66	69.03	75.94
Mathematics Performance	62.58	50.3	73.25	64.02
Science Performance	67.59	62.62	68.24	58.65
History Performance		67.52	75.86	88.65
Did or Did not Make AYP	Did Not Make AYP Year 3 of Improvement	Did Not Make AYP Year 4 of Improvement	Did Not Make AYP Year 5 of Improvement	Did Not Make AYP Year 5 Holding of Improvement
Accreditation Status	Warned	Denied	Denied	Denied

Robert E. Lee Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	66.67	79.25	77.84	81.01
Mathematics Performance	64.76	84.91	77.01	83.05
Science Performance	69.33	76.71	75.42	88.39
History Performance		81.33	75.86	89.91
Did or Did not Make AYP	Made AYP	Made AYP	Made AYP	Made AYP
Accreditation Status	Warned	Fully Accredited	Fully Accredited	Fully Accredited

Walnut Hill Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	77.92	76.62	64.08	85.19
Mathematics Performance	77.92	76.51	72.08	81.19
Science Performance	71.24	73.44	70.33	73.11
History Performance		74.51	59.22	84.62
Did or Did not Make AYP	Made AYP	Made AYP	Made AYP	Made AYP
Accreditation Status	Warned	Fully Accredited	Accredited with Warning	Fully Accredited

Peabody Middle

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	46.25	45.15	51.78	64.17
Mathematics Performance	25.17	28.38	40.67	46.72
Science Performance	62.92	62.38	66.46	
History Performance		34.59	45.65	62.78
Did or Did not Make AYP	Did Not Make AYP Year 3 of School Improvement	Did Not Make AYP Year 4 of School Improvement	Did Not Make AYP Year 5 of School Improvement	Did Not Make AYP Year 5 Holding of School Improvement
Accreditation Status	Warned	Denied	Denied	Denied
Assessment data based on grade levels	6-8	6-8	6-8	6-7

Vernon Johns Middle School/Junior High

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	53.64	55.82	58.14	62.06
Mathematics Performance	34.44	39.08	50.31	88.87
Science Performance	62.77	73.99	71.10	68.23
History Performance		46.68	58.05	69.93
Did or Did not Make AYP	Did Not Make AYP Year 5 of School Improvement	Did Not Make AYP Year 6 of School Improvement	Did Not Make AYP Year 7 of School Improvement	Did Not Make AYP Year 7 Holding of School Improvement
Accreditation Status	Warned	Denied	Denied	Denied
Assessment data based on grade levels	6-8	6-8	6-8	8-9

Petersburg High School

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	75.64	76.01	87.06	90.10
Mathematics Performance	41.99	49.54	68.61	85.95
Science Performance	53.28	60.50	63.60	83.59
History Performance	53.28	60.50	63.60	83.59
Did or Did not Make AYP	Did Not Make AYP Year 3 of School Improvement	Did Not Make AYP Year 4 of School Improvement	Did Not Make AYP Year 5 of School Improvement	Made AYP Year 5 Holding of School Improvement
Title I Status	Not a Title I School			
Accreditation Status	Accreditation Denied	Accreditation Denied	Accreditation Denied	Fully Accredited
Assessment data based on grade levels	9-12	9-12	9-12	10-12

In 2008-2009, Petersburg City Public Schools restructured their middle and high school grades. Peabody Middle School and Vernon Johns Middle School moved from grades 6-8 to grades 6-7 and grades 8-9, respectively. Petersburg High school moved from grades 9-12 to grades 10-12. The rating in the 2009-2010 year provided in the data above is based on the assessment data from the previous year for the new grade configuration. The aggregated data for each grade level for English and mathematics in the division over the past five year period is provided below:

Petersburg City Public Schools - English

Test Level	SOL Test	2004-2005 Passed	2004-2005 Attempted	2004-2005 Pct Passed	2005-2006 Passed	2005-2006 Attempted	2005-2006 Pct Passed	2006-2007 Passed	2006-2007 Attempted	2006-2007 Pct Passed	2007-2008 Passed	2007-2008 Attempted	2007-2008 Pct Passed	2008-2009 Passed	2008-2009 Attempted	2008-2009 Pct Passed
3	English Reading	214	354	60.45	200	312	64.1	217	350	62	229	349	65.62	266	337	78.93
4	English Reading				234	348	67.24	240	304	78.95	240	336	71.43	238	322	73.91
5	English Reading	238	369	64.5	190	313	60.7	232	347	66.86	190	279	68.1	275	321	85.67
6	English Reading				203	382	53.14	168	326	51.53	176	317	55.52	161	265	60.75
7	English Reading				184	350	52.57	187	349	53.58	145	311	46.62	191	298	64.09
8	English Reading	162	415	39.04	161	408	39.46	167	395	42.28	195	349	55.87	175	285	61.4
11	English Reading	191	297	64.31	266	329	80.85	244	309	78.96	250	288	86.81	273	304	89.8

Petersburg City Public Schools - Mathematics

Test Level	SOL Test	2004-2005 Passed	2004-2005 Attempted	2004-2005 Pct Passed	2005-2006 Passed	2005-2006 Attempted	2005-2006 Pct Passed	2006-2007 Passed	2006-2007 Attempted	2006-2007 Pct Passed	2007-2008 Passed	2007-2008 Attempted	2007-2008 Pct Passed	2008-2009 Passed	2008-2009 Attempted	2008-2009 Pct Passed
3	Mathematics	259	353	73.37	230	310	74.19	246	355	69.3	245	349	70.2	253	337	75.07
4	Mathematics				197	347	56.77	194	302	64.24	221	336	65.77	247	322	76.71
5	Mathematics	222	369	60.16	189	309	61.17	240	347	69.16	180	279	64.52	241	318	75.79
6	Mathematics				65	385	16.88	50	306	16.34	106	283	37.46	99	214	46.26
7	Mathematics				33	363	9.09	57	346	16.47	68	299	22.74	104	290	35.86
8	Mathematics	193	423	45.63	192	372	51.61	194	387	50.13	195	338	57.69	235	288	81.6
11	Algebra I	196	330	59.39	246	437	56.29	237	293	80.89	300	352	85.23	448	478	93.72
11	Algebra II	67	189	35.45	74	143	51.75	104	216	48.15	134	210	63.81	74	87	85.06
11	Geometry	74	232	31.9	85	305	27.87	138	388	35.57	78	166	46.99	128	158	81.01

Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the VBOE in July 2009, requires school divisions with *Accreditation Denied* schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg City Public Schools have schools in *Accreditation Denied* status for the 2009-2010 academic year based on 2008-2009 results, the MOU for division-level academic review will also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of this MOU, a corrective action plan must be developed.

Another area of concern addressed in the November 2006 MOU was the limited number of highly-qualified teachers employed by the division as well as the number of teachers who were provisionally licensed and the number of long-term substitutes employed as teachers in core content areas. Hard-to-staff funding was provided in the first two years of the MOU; however, results presented at the Senate Finance Committee on December 6, 2007, demonstrated little improvement in the number of provisional or unlicensed teachers employed by the division. On September 23, 2008, Petersburg City Public Schools reported that of the 399 teachers employed in 2008-2009, 393 (98 percent) were licensed; five teachers were not teaching in endorsed areas; 61 (15 percent) were new teachers; and six teachers were indicated as long-term substitutes.

The November 2006 MOU specified that a contingency plan be developed if the schools did not meet school accreditation targets:

The Petersburg School Board, Virginia Board of Education, and the Department of Education will develop a contingency plan for major restructuring to be in place for the 2007-2008 school year if significant improvements in student achievement and school accreditation do not occur for the 2006-2007 school year. The decision to begin the planning for restructuring will be based on reports provided by Petersburg Public Schools to both the Virginia Board of Education and department staff as well as recommendations made by the CAO throughout the year.

Although the development of the contingency restructuring plan was implemented one year later than planned in the November 2006 MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the CAO, and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the school division not meeting accountability goals of the MOU for two consecutive years. This committee developed an instructional intervention to be led by an outside entity for middle school students and parents (by choice of entry into the intervention) to begin in 2009-2010.

This plan was based in part on the work of Mass Insight Education and the concept of a turnaround zone. The committee agreed that the plan should include an outside partner to develop and implement a comprehensive "school within a school" model for middle grade students. The committee presented this plan at the June 18, 2008, meeting of the School and Division Accountability Committee. This plan met the following conditions agreed upon by the VBOE and Petersburg City Public Schools:

1. Alternative governance.
2. Choice option for middle school students and parents.
3. Research-based focus on core content.
4. Recruitment, selection, and supervision of highly qualified personnel by an independent entity.
5. Proven track record of educational success.

Federal school improvement funds that were allocated only to local education agencies (LEAs) with schools in improvement were available to cover the start-up costs for program development and implementation planning. On November 20, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year and authorized the VDOE to assist Petersburg City Public Schools in such planning by providing available federal resources. On April 30, 2009, Petersburg City Schools reported to the VBOE that a vendor could not be secured. The VBOE requested that a turnaround partner be selected no later than August 15, 2009, with implementation for students occurring no later than January 2010. At this time, no turnaround partner has been selected.

School Division Goals and Performance Objectives

For the purposes of this MOU, the Petersburg City School Board and central office staff will adopt two key priorities: *leadership capacity* and *teacher quality*. The priorities will improve student achievement across the school division and must be aligned with resources.

This MOU will be in place until all schools are fully accredited.

Assignment of a Chief Academic Officer (CAO) to Petersburg Public Schools

The VBOE and the VDOE will continue to assign a CAO to work with the superintendent and administrative staff to develop, coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from this MOU. The CAO will coordinate with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO will have administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

Petersburg City Public Schools will provide the CAO with an office in the central administration office; telephone, computer, and printer access, and clerical support, as needed.

Key Administrative Responsibilities

Student Achievement

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of this MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.
2. The central office leadership team under the direction of the CAO and Petersburg City School Board will develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the full implementation of the algebra readiness and early reading initiatives.
3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.
4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.

5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement.

Petersburg City Public Schools will provide written reports as requested by the CAO (as needed and appropriate) on current instructional vacancies, number of teachers with provisional licenses, and progress on individual action plans to reach full licensure to the VBOE and VDOE.

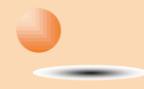
Status Reports to the Virginia Board of Education

The Petersburg City School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the VBOE and VDOE, as requested.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Petersburg City Public Schools.

Printed Name: <u>Kenneth L. Pritchett</u> Title: <u>Chair, Petersburg City School Board</u> Signature: <u>Kenneth L. Pritchett</u> Date: <u>12/2/09</u>	Printed Name: <u>James M. Victory</u> Title: <u>Superintendent, Petersburg City Public Schools</u> Signature: <u>James M. Victory</u> Date: <u>12/2/09</u>
Printed Name: <u>Mark E. Eubridge</u> Title: <u>President, Virginia Board of Education</u> Signature: <u>Mark E. Eubridge</u> Date: <u>12/15/09</u>	Printed Name: <u>Patricia I. Wright</u> Title: <u>Superintendent of Public Instruction</u> Signature: <u>Patricia I. Wright</u> Date: <u>1/8/2010</u>



**PETERSBURG CITY PUBLIC
SCHOOLS
COMPREHENSIVE THREE YEAR
STRATEGIC CORRECTIVE
ACTION PLAN**

2013-2016



Green highlighted text: Strategies Implemented

Blue Highlights text: Strategies continuously implemented

Red Highlights text: Strategies in need of implementation





ACKNOWLEDGEMENTS

Steering Committee Members

Dr. Joseph Melvin, Steering Committee Chair
Stephanie Bassett, Assistant Superintendent of Instruction
Charles Ponton, Director of Technology
Dr. Ann Ford, Coordinator of Pupil Personnel
Russell Lawrence, Coordinator of Operations
Nicole Bell-Van Patten, Public Information Officer

Current 2014-2015 Corrective Action Execution Committee

Dr. Joseph Melvin, Superintendent
Stephanie Bassett, Assistant Superintendent
Annie Harman, VDOE Chief Academic Officer
Nancy Alvarez, Director of Technology
Dr. Anthony Walker, Director of Student Services
Cecelia Stith, Curriculum Coordinator
Russell Lawrence, Coordinator of Operations
Nicole Bell-Van Patten, Public Information Officer





Revised Superintendent Summary

2015

“This is our time” to move our school division forward and ensure that all Petersburg City Public Schools (PCPS) are SOL accredited and the pride of the city. In order to achieve this goal – we are continuing the reorganization of the school division. It has been two years now and we have regained accreditation of our flag ship school, Petersburg High and met all AYP guidelines at AP Hill Elementary.. We stay committed to meeting the needs of ALL students, parents, faculty and staff, as well as, the community at large. I am confident my Seven-Point Priority Plan will continue to be the “driving force” to guide our school division to progress in all aspects. We must be patient because sustained progress cannot happen overnight. It is important that we prepare our students for the changing and challenging world they will face after graduation, and it is dependent upon the recruiting and retaining of a qualified staff, as well as providing our teachers with the resources needed in their classrooms. We have had some major accomplishments in 2014 with the implementation of the Year-Round Program at A.P. Hill and Peabody Middle, and now the approval of grades 3-7 gifted program at Blandford Academy to begin in the Fall of 2015. Our schools must maintain the unwavering support from everyone in our city of Petersburg and throughout the state.



Petersburg City Public Schools'

Mission Statement

"Petersburg City Public Schools will provide a quality education to all students that will meet or exceed local, state and national standards.

We commit to challenge and provide the necessary support so that each student will achieve at his or her highest potential in a safe, secure and nurturing environment.

We will provide experiences for our students to become life-long learners and contributing members in a global society."

Priority One: Leadership



LEADERSHIP GOALS:

PRIORITY ONE: To ensure that strong and consistent leadership is provided in every school and department throughout the Petersburg school division

GOAL 1: To improve administrative instructional leadership capacity at the elementary and secondary school levels

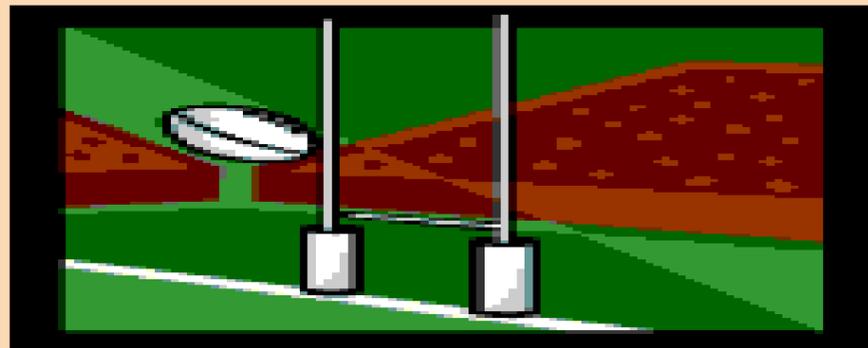
TARGET: 100 percent of Petersburg school administrators will improve leadership capacity as measured by progress in school level data as compared to the previous year results and rating on the yearly administrative summative evaluation

GOAL 2: To improve administration communication effectively with all stakeholders of the school division

TARGET: At least 70 percent minimum positive survey responses from stakeholders will be achieved at all schools and departments by June 2015

GOAL 3: To ensure that leaders within Petersburg City Public Schools have a data driven focus aimed towards improving student achievement

TARGET: 100 percent of Petersburg's school administrators will improve data decision making as measured by SOL and benchmark progress of student achievement as compared to the previous year results



2013-2016 Leadership

Priority 1: To ensure that strong and consistent leadership is provided in every school and department throughout the school division

Goal 1: To improve administrative instructional leadership capacity at the elementary and secondary school levels

TARGET: 100 percent of Petersburg school administrators will improve leadership capacity as measured by progress in school level data as compared to the previous year results.

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes/Evaluative Measures	Measured Results	
L1-1	Increase administrative knowledge of school student master scheduling for academic effectiveness	Principals will be given hands-on training on academic scheduling best practices	Summer 2013	Superintendent, Assistant Superintendent, Director of Schools VDOE Liaison Director of Federal Programs and School Improvement	Grants, General Fund	Principal Summer Institutes	100 percent of Principals 2013-14 master schedules will demonstrate academic effectiveness	100 % measured by evidence and attendance. Summer administrative institute
*L1-2	<p>Improve principals capacity on teacher accountability, teacher instruction and teacher evaluation</p> <p>Teacher instructional process in elementary and secondary schools, well defined expectations, non-negotiables for teacher instruction and strategies</p>	<p>Certain central office Division administrators (Director of Schools, Director of Federal Programs and School Improvement) will spend a minimum of 2 hours per week in each SIG school attending common planning, walkthroughs and data analysis, non-negotiables</p> <p>Ongoing workshop and sessions on monitoring, documentation and assessments Areas to be covered: Student remediation methods, student growth measures, teacher planning, lesson planning and common planning, professional development, curriculum alignment, etc.</p>	<p>Deadline, July 2014</p> <p>Deadline, July 2014</p>	Director of Schools, Assistant Superintendent Director of Federal Programs and School Improvement, VDOE Chief academic officer Edison Learning	Grants, General Fund	<p>Summer institute for principals</p> <p>Principals' monthly meetings, Professional development days, etc.</p>	<p>Improved teacher summative evaluation ratings as measured by previous school year data</p> <p>Progressive benchmark data results, Increased in student achievement levels on Spring SOL results</p>	<p>More focused work is needed in this area by administration. Continued training of principals is taking place with AARPE training and NISL training. Accountability measures has been put in place of principals</p> <p>Instructional non-negotiables were adopted by administration July 2013 to principals and teaching staff</p>

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes/ Evaluative Methods	Measurable Results	
L1-3	Hire the Best administrators for future openings	Screening, Urban experience, proven leadership. Principals and administrators will be provided training and literature	Deadline July, 2014	Director of Schools, Superintendent, Assistant Superintendent VDOE Liaison, Director of Federal programs and School Improvement	General Fund	Summer Institute for principals, W&M principals' leadership seminars Principal leadership meetings Job embedded	Proficient Ratings on Mid Year progress reports; A Minimum Proficient Ratings on Principals' Summative Evaluation (2014)	Not mastered based on principal level of performance
L1-4	Provide a pre and post bonus pay incentive to administrators with a proven track record of success to work in schools in improvement *Peabody MS & AP Hill Elementary only	Plan and prepare narrative and budget for SIG to account for bonuses *Peabody MS & AP Hill Elementary only	July 1, 2014	Superintendent, Assistant Superintendent, Supervisor of Federal Programs, Director of Finance, VDOE Liaison, Director of Federal programs and School Improvement	School Improvement Grant	Adhere to SIG guidelines from VADOE Monetary bonus for full accreditation	A Minimum Proficient Ratings on Principals' Summative Evaluation Increases of all SOL tested content areas as measured by the 2013 school year results. Achieving at least minimum state standards of 75 percent or 70 percent	Bonus /Incentive pay has been put in place for performance in priority schools.
L1-5	Select internal or external applicants candidate that have proven track record of success for administrative positions in schools labeled in warning or denied accreditation with the state board of Virginia	Review applicants school data and principal evaluation	September, 2013 Retroactive 2014-2016	Superintendent, Assistant Superintendent Director of Schools, VDOE Liaison, Director of Federal programs and School Improvement	General Fund	Adhere to Principal Evaluation Guidelines	Administrative appointment information	Not mastered based on principal performance evidence.

L1-6	Develop Interview Questions, Rubric, Required Data, Interview Process and Selection Process	Establish Committee Develop Questions and Rubric	July, 2013	Assistant Superintendent of Instruction, Director of Schools, Director of Human Resources, VDOE Liaison, Director of Federal programs and School Improvement	General Fund	Principals' Summer Institute	Administrative Evaluations Documentation of questions Data information	Human Resources Department developed in July 2013
L1-7	Ongoing coaching and support provided by mentors and principals within school division	Establish principals and administrator mentors Principal workshops	Begin October 2013; to July 2015	Assistant Superintendent, Director of Schools, Supervisor of Federal Programs and School Improvement, LTP VDOE Liaison Edison Learning VFEL	General Fund, SIG Funds	Provide professional development to principals and assistant principals on instruction, literacy and policies, non-negotiable (principal domains)	Administrative yearly evaluations Growth positive measures on student progress	NISL Training for selective principals and administrators
L1-8	Implement with fidelity a revised Leadership Academy for new and aspiring leaders	Training will consist of case analyses, techniques, coaching by veteran administrators and work scenarios	January, 2013	Superintendent, Assistant Superintendent, Director of Schools	Title IIA		<ul style="list-style-type: none"> Schedule of meeting dates for training Agendas and minutes Sign-in sheet Survey at completion 	Not implemented

2013-2016 Leadership

Goal 2: To improve administration communication effectively with all stakeholders of the school division

TARGET: At least 70 percent minimum positive survey responses from stakeholders will be achieved at all schools and departments by June 2015

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes/ Evaluative Measures	Measured Results	
L2-1	To increase parent and community positive attitudes on instruction/social environment by improving awareness of student and school related events	The development of a principal document to list school related events on a monthly basis related to academics, social and student success.	Beginning Sept 2013	Director of Schools, Public Information Officer, Director of Federal Programs and School Improvement	General Fund, School Improvement Grant	Principal Institutes, monthly meetings, staff development days	70 percent positive responses on teacher, parent and student surveys	Principals required to submit information on school related activities for parents and students to Federal programs director and parent liaison. Submission to school news and web pages required.
L2-2	Improving principal communication on division protocol of dealing with the media, police, difficult situations, and other groups on school issues.	Director of schools and Public Relations Officer will present protocol, policies of information to principals, provide scenarios and case analyses to strengthen principals capacity	Sept. 2013-June 2014	Director of Schools, Public Information Officer, Director of Federal Programs and School Improvement	General Fund, School Improvement Grant	Principal institutes, monthly meetings, staff development days	Cumulative and evaluative data per school on school issues and media related documentation	PIO Nicole Bell has conducted professional development with principals at the summer institute
L2-3	The school board will continue to participate in VSBA board development, conferences, to sustain SOQ requirements on responsibilities, policies, procedures and board relationships	Leadership training by the VSBA, board consultants and state education department liaisons.	2013-2016	State superintendent, VSBA executive staff	General Fund	Conferences, Professional development activities, VSBA workshops	Documentation of board development activities attended by Petersburg School Board	VSBA Conference November 2013 and 2014, VSBA Hot Topics Conference, VSBA Challenging Schools Conferences.

*L2-4	Improving instructional leadership of principals and administrators at schools in improvement by state mandates and schools that are not in improvement	<p>Developing and monitoring of a school improvement plans for all schools. SIG schools will utilize Indistar (SIP) process and will be monitored by VDOE and school personnel</p> <p>Indistar plans will be reviewed by the superintendent with VDOE chief academic officer quarterly during executive governance meetings</p>	Beginning July 2013 through June 2016	Assistant Superintendent, Director of Instruction, VDOE Chief academic officer, Director of Federal programs and School Improvement, Superintendent	School Improvement Funding, Grants, General Fund	Leadership development activities, conferences, professional development, VDOE development, Monthly meetings	Progressive quarterly benchmark data, documentation on leadership, walkthroughs and monitoring, SOL progress data, principals' yearly evaluation	Currently, 3 principals participating in NISL training 2014-2015. 2 principals Administrators participated in SURN 2013-2014.
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2013-2016 Leadership

Goal 3: To ensure that leaders within Petersburg City Public Schools have a data driven focus aimed towards improving student achievement.

TARGET: 100 percent of Petersburg's school administrators will improve data decision making as measured by SOL and benchmark progress of student achievement as compared to the previous year results.

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes/Evaluative Measures	Measured Results	
*L3-1	Improve principals' use of data decision making	Provide district based/school based data analysis workshops to principals and administrators	September 2013 -May 2014	Assistant Superintendent of Instruction, Director of Schools, VDOE Liaison Director of Federal programs and School Improvement	General Fund, School Improvement Grant	Principal Summer Institutes	At least 70 percent on benchmark assessment data, grade level on PALS, and minimum standards on SOLs; teacher assessment proficiency levels	PLC Meetings, Data meetings, Benchmark data results, Differentiated grouping.
*L3-2	Review monthly data of schools by central administration and provide feedback based on the data	Hold monthly data review sessions to track the process of the schools and the effectiveness of programs Train principals on student growth measures Triangulate data to determine which assessment most accurately predict SOL outcomes	September 2013 -June 2014	Director of Schools Assistant Superintendent of Instruction VDOE Liaison Director of Federal programs and School Improvement	General Fund, School Improvement Grant	Principal monthly meetings Provide training on Interactive Achievement for all principals during principal summer institute Monthly governance data meeting by central office with individual principals and their school level instructional teams	At least 70 percent on benchmark assessment data, teacher assessment proficiency levels	Principal Meetings conducted by central administration per school outlying data holes. Strategies shared and recommendations of improvement. Academic Reviews monthly by central administration on data. Data decision training conducted, guided reading strategies, AARPE training in progress.
*L3-3	Principals and administrative attendance and participation of alternate governance, executive governance, and principal meetings, for data decision and awareness, planning, process and actions	Meetings will take place monthly under the direction of the assistant superintendent, director of schools, VDOE chief academic officer to make decisions on student progress, teacher quality, safety measures and parental involvement	2013-2016	Director of Schools Assistant Superintendent of Instruction VDOE Liaison Director of Federal programs and School Improvement	General Fund, School Improvement Grant	Principals' monthly meetings, VDOE training workshops Provide training on Interactive Achievement for all principals during principal summer institute	Quarterly benchmark data, documentation on leadership, walkthroughs and monitoring, SOL data, principal evaluation	(see above- L3-2)

2013-2016 Leadership

Objective 4: To effectively manage, support, and oversee the divisions and schools operation, organization, and use of resources

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes/Evaluative Measures	Measured Results	
L4-1	Follow state and local policies regarding finance and accountability in reporting fiscal information	Provide fiscal review sessions for each department/school (Activity Funds and Operating Funds)	July 2013 (Summer Principals' Institute)	Director of Schools, Director of Finance, Principals	Not required	Principal Institute	Mid year and End of year principals' fiscal evaluations/audits	Principals Summative Evaluations data 2013-2014 school year.
L4-2	Identify potential operational/facilities issues and create plans for improvement	Conduct quarterly inspections of facilities for every school	July 2013-June 2014	Director of Schools, Coordinator of Operations, Principals	School funds	Principal institute	Mid year principals' progress and evaluations on facilities	Principals Summative Evaluations data 2013-2014 school year.
L4-3	Demonstrate a working knowledge of PCPS and Va. Education rules, regulations and procedures Examples: School handbooks, Division handbooks, Parent Involvement Policy, etc.	Review of most current policies, student code of conduct, state and division policies	July 2013-June 2014	Director of Schools, Director of Pupil Personnel, Principals, Director of Federal Programs and School Improvement	General Fund	Monthly principals' meetings	Mid year principals' evaluation, documentations	Principals Summative Evaluations data 2013-2014 school year.

Priority 2 Increase Student Achievement At All Levels

Priority 3 Meet State Accreditation Standards

Priority 4 Intense Focus on Early Literacy at Grades Pre-Kindergarten to 5th Grade



ACADEMIC GOALS:

PRIORITY TWO: To increase student achievement at all levels

GOAL: To increase reading achievement and math achievement levels to at least state minimum standards

TARGET: At least a minimum of 75 percent of Petersburg elementary, middle, and high school students will achieve passing scores on the reading standards of learning assessments (benchmarks and SOLs) by the end of 2014 school year

TARGET: At least a minimum of 70 percent of Petersburg elementary and middle, and high school students will achieve passing scores on the mathematics standards of learning assessments (benchmarks & SOLs) by the end of 2014 through 2016 school years

PRIORITY THREE : To meet state accreditation standards

GOAL: Quarterly benchmark and yearly Virginia SOL assessment data will reveal increased student growth levels in all core content areas and consistent throughout the three year comprehensive plan.

TARGET: A minimum of 70 percent of students will be successful on quarterly benchmark assessments in reading, math, history and science throughout the school year. At least a minimum of 70 percent of Petersburg elementary and middle, and high school students will achieve passing scores on the history and science standards of learning assessments by the end of 2014 through 2016 school years

PRIORITY FOUR: Increase focus on early literacy from kindergarten through grade 5

GOAL: To increase literacy at all grade levels

TARGET: By the end of the 2014 thru 2016 school year, at least 95% of students will have demonstrated proficiency in reading and at grade level proficiency by measurement results on the Phonological Awareness Literacy Survey (Spring PALS), DRA assessments and reading SOL test. At least 75 percent of students will pass the Virginia Standards of Learning Reading Test.

2013-2016 Academic

Priority 2: To increase student achievement at all levels

Objective 1: To utilize curriculum correlated with the Standards of Learning (SOL) with supporting SOL curriculum frameworks which delineates the essential knowledge and skills to be taught, pacing guides and the SOL blueprints

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes	Measured Results	
A1-1	Administrators, instructional specialists and lead teachers will conduct a review of lesson plans (weekly) and pacing guides (quarterly) checking for alignment and effective use of teaching strategies.	Review pacing guides and lesson plans	FY 2013-2016 Weekly Quarterly	Principals Teachers Specialists Edison Learning	Title I Title IIA General Fund	Curriculum Alignment	Schedule of agendas Schedule of meeting dates Meeting minutes Lesson Plans Pacing Guides	Based on assessment data on SOLs, benchmarks and formative assessments in English, Science, History and Math. Continuous work is needed to ensure mastery and/or effective practices to ensure that minimum standards are met.
A1-2	Teachers will be provided with time and training on the use of pacing guides, curriculum frameworks, enhanced scope and sequence and alignment of core curriculum material with SOL, facilitated by Central Office Staff, Coaches, and designated Consultants.	Staff Development sessions, workshops PLC's	FY 2013-16 Quarterly	Assistant Superintendent Directors Principals Specialists Edison Learning VDOE Chief Academic Officer	SIG Title I Title IIA General Fund	Curriculum Alignment VDOE Trainings	Professional development schedule Agendas Sign-in Sheets Lesson Plans Master Schedule	More focused work is needed based on 2013-2014 SOL assessment results, benchmark data.
A1-3	All teachers will be trained on research-based effective teaching practices in all core content areas with an emphasis on reading and math.	Based on student achievement data, appropriate training will be scheduled during common planning, PLC meetings, staff development, faculty meetings, and after school.	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals Specialists Edison Learning	SIG Title I Title IIA General Fund	Guided reading Literacy centers Differentiated instruction Cooperative groups Marzano Bloom's Taxonomy Brain Research Blended Learning Dan Mulligan (TEI)	Professional development schedule Agendas	More focused work/strategies are needed based on 2013-2014 SOL assessment results, benchmark data.

2013-2016 Academic

Priority 2: To increase student achievement at all levels

Objective 1: To utilize curriculum correlated with the Standards of Learning (SOL) with supporting SOL curriculum frameworks which delineates the essential knowledge and skills to be taught, pacing guides and the SOL blueprints

A1-4	Instructional Technology Resource Teachers will be utilized to assist teachers in developing lesson plans that integrate the use of technology	Provide professional development to teachers in the integration of technology	FY 2013-2016	ITRT's Principals Assistant Superintendent Specialists	SIG Title I Title IIA General Fund	Integrating use of the whiteboard (i.e. Promethean Board) Integrating technology resources (i.e. iStation, iReady, Carnegie Math)	Lesson Plans ITRT Professional Development schedule PLC Agenda PLC Meeting Minutes Faculty Agenda	
A1-5	Implement strategies to strengthen Career and College Readiness	Increase the number of students participating in dual enrollment, advanced placement, CTE programs, SAT, PSAT and ACT Increase the number of program completers in all CTE offerings.	FY 2013-2016	Assistant Superintendent Directors CTE Coordinator Counselors Principals	Title I Perkins General Fund	AP Courses Dual Enrollment CTE Peer Observations (within neighboring divisions) VDOE Trainings	Academic and Career-Plan Teachers with industry certification Students scoring pass advance on CTE enrollment Dual enrollment AP enrollment	

2013-2016 Academic

Priority 2: To increase student achievement at all levels

Objective 2: Implement a reformed system of formative student assessment

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes	
A2-2-1	Weekly assessments will be developed and administered by grade level and/or departments with assistance from instructional specialist to assess students for content mastery.	During PLC and data meetings, student achievement data will be examined and remediation and intervention strategies assigned.	FY 2013-2016	Assistant Superintendent Directors Principals Specialists Teachers	SIG Title I General Fund	Workshop sessions on creating assessments	Schedule of agendas Schedule of meeting dates Meeting minutes Progress Monitoring by Tiers Assessments
A2-2-2	Principals will schedule data meetings with teachers to review student achievement data and develop student remediation strategies.	During PLC and data meetings, student achievement data will be examined and remediation and intervention strategies assigned.	FY 2013-2016	Principals Specialists Teachers Directors Edison Learning	SIG Title I General Fund	Analyzing Data Utilizing Data	Schedule of agendas Schedule of meeting dates Meeting minutes Student Achievement Data Schedule of Interventions
A2-2-3	Each principal will incorporate a remediation period during the regular school day/week to address the remediation needs of students on a continuous basis.	Review Master Schedule	FY 2013-2014	Principals Specialists Teachers Directors	SIG Title I General Fund	Scheduling	Master Schedule Tier Data Remediation Lesson Plan Support log

2013-2016 Academic

Priority 2: To increase student achievement at all levels

Objective 2: Implement a reformed system of formative student assessment

A2-2-4	Recently released SOL test items will be used as a resource for remediation and assessment.	Specialist will select test items to be used in order to prevent memorization of items on assessments	FY 2013-2016	Directors Principals Specialists Teachers	N/A	VDOE Website	Remediation lesson plan Support log
A2-2-5	Data reports generated by the approved student growth assessment tool will be provided and interpreted by Assistant Superintendent and Directors with school principals during the Walkarounds and Alternate Governance meetings which will be held with principals monthly.	Review during Alternate Governance meetings and Walkarounds	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals Specialists Edison Learning	SIG Title I General Fund	Professional development from William and Mary, VDOE, or Virginia State University	Schedule of agendas Schedule of meeting dates Meeting minutes Data Reports
A2-2-6	Conduct an audit of assessments and programs being utilized within the division	Review current programs	July 2013-December 2013	Superintendent Assistant Superintendent Directors Principals Specialists	SIG Title I General Fund		Checklist Final Document outlining findings Meeting minutes Eliminated previous program and added Interactive Achievement assessments

2013-2016 Academic

Priority 2: To increase student achievement at all levels

Objective 3: Develop a professional development plan to assist provisionally licensed teachers in becoming highly qualified

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes
Provisionally and conditionally licensed teachers will meet with PCPS licensure staff to review licensure requirements.	Designated meetings will occur with the Department of Human Resources	FY 2013-2016	Superintendent Assistant Superintendent Human Resources	Title IIA	VDOE Training	Log of meetings Semi-annual monitoring by human resources department on licensure requirements.
College courses will be offered through state universities and neighboring colleges and made accessible to teachers throughout the school division.	Partnerships with neighboring colleges and universities will be created or continued. Based on need selected courses will be offered during the fall and spring semesters and during the summer.	FY 2013-2016	Superintendent Assistant Superintendent Directors Human Resources	Title IIA General Fund	Required courses	IPAL Report Currently in negotiation with partnership with Va. Commonwealth. Cohort of 10 Petersburg Teachers to receive reading specialist degree expected summer of 2015.
Tuition costs will be offset with district and grant funds when available	Participants will be reimbursed based on available funds	FY 2013-2016	Superintendent Human Resources	Title IIA General Fund	N/A	Grant & Title I documentation Funding not available

A2-3-4	A plan to assist teachers with National Board certification will be implemented.	Establish National Board Certification cohort	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals	Title IIA General Fund	National Board	Funding not available for new NBCT by division
A2-3-5	Assistance will be provided to teachers having difficulty passing state exams through partnerships with local colleges and universities.	Selected personnel or "Coaches" will be designated from within the district or in neighboring colleges and universities	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals Specialists Va. State University	Title IIA General Fund		Local funding not available

2013-2016 Academic

Priority 2: To increase student achievement at all levels

Objective 4: Implement a plan to recruit and retain highly qualified teachers and ensure schools are equitably staffed

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes	
A2-4-1	Provide salary and benefits to remain competitive regionally.	Review present teacher pay incentives and expand (as allowable by budget).	FY 2013-2016	Superintendent	Title IIA General Fund	N/A	Salary Scale Salary Scales from within the region 2014 Teachers received 5% raise Staff raise across board 3%
A2-4-2	Provide training for interviewers to ensure selecting high qualified teachers.	Provide training to administrators	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals VDOE consultant	Title IIA General Fund	Provide training to administrators	Schedule of administrators professional development
A2-4-3	Analyze the current and anticipated teacher shortage areas to plan for recruitment early in the school year.	Review potential retirement list and non-renewals	FY 2013-2016	Superintendent Assistant Superintendent Directors VDOE consultant	Title IIA General Fund	N/A	Staff listings by building Principal recommendation Student Achievement data Recruitment Fairs conducted College programs implemented
A2-4-4	Provide intensive building level support, and mentoring of teachers during their first year of teaching.	Provide all new teachers with a mentor	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals Specialists Virginia State University	Title IIA Title I General Fund	Mentor/Mentee/ Buddy Training	Assigned Mentor/Mentee Schedule Professional Development Calendar Hired curriculum coordinator in 14-15, Adopted Common Planning time in all buildings in 2014-15

A2-4-5	Implement an employee recognition program based on tenure in Petersburg City Public Schools	Form committee to develop and implement program	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals Specialists	Title IIA General Fund	N/A	Recognition of employees during fall convocation Program Work is needed in this area.
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2013-2016 Academic

Priority 3: To meet state accreditation standards

Objective 1: Implement strategies and interventions to meet state accreditation

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes	
A3-1	Continue to implement Alternative Governance at schools that did not meet AMO requirements according to the NCLB guidelines, those schools are Vernon Johns Junior High School, Peabody Middle School, and A. P. Hill, J.E.B. Stuart Elementary School. (Walnut Hill will be monitored)	Alternate Governance Meetings will be held at each school identified SIG school	Monthly 2013-2016	Assistant Superintendent Directors Principals Instructional Specialists Chief Academic Officer Edison Learning	SIG Funds	VDOE Technical Assistance	Schedule of agendas Schedule of meeting dates Meeting minutes Reports to directors Indistar Updates Implemented AARPE Training for Principals CAO at all governance meetings
A3-2	Administrators will demonstrate an understanding of training in effective instructional practices by modeling effective conferencing skills through the Collaborative Observation process; which is directly implemented by Superintendent, Assistant Superintendent for Instruction, Directors, and school-level administrators.	Administrators will hold Pre and Post conferences during the observation and evaluation process	FY 2013-2016	Superintendent Assistant Superintendent Directors Principals Edison Learning	SIG Title I Title IIA General Fund	Administrative Retreat	Observation documentation Pre and Post Conference logs Implemented AARPE Training for Principals CAO at all governance meetings

A3-3	Implement Instructional Leadership Teams at the building level, to provide training and in-service in teaching the SOL and identifying strategies that work.	The team provides instructional leadership to others throughout the school to build high quality implementation of strategies for SOL success. The team focuses on strategic use of SOL Curriculum frameworks, SOL Blueprints, and SOL Pacing Guides.	FY 2013-2016 Implemented and continuously updated	Superintendent Assistant Superintendent Directors Principals Edison Learning	SIG Title I Title IIA General Fund		Team meetings entered into Indistar (SIG) Leadership team minutes Professional Development Agenda Professional Development Schedule Grade level/Content Team meeting minutes Lesson plans
A3-4	Benchmark assessments and end of year assessments will be developed by directors, instructional specialists, and teachers aligned with the SOL and based on pacing guides using an approved student growth assessment tool. End of year assessments will include non-SOL tested classes.	See attached appendix for schedule	FY 2013-2016 Quarterly Implemented and updated	Assistant Superintendent Directors Principals Specialists Teachers Edison Learning	SIG Title I General Fund		Benchmark Testing calendar Student growth data Benchmark data Student Band Data Interactive achievement benchmarks on 4 1/2 weeks and 9 weeks in all buildings

A3-5	Designated 4 ½ Benchmark Assessments will be administered to assess the strengths and weaknesses of students on the mastery of the content.	See attached appendix for schedule	Quarterly FY 2013-2016 Implemented	Assistant Superintendent Directors Principals Specialists Teachers Edison Learning CAO	SIG Title I General Fund		Student growth data Benchmark data Student Band Data
A3-6	After 4 ½ weeks testing, teachers will systematically conduct an analysis of the results to identify students' needs for remediation and interventions. Data will be generated through an approved student growth assessment tool to expedite this process.	During PLC and data meeting, student achievement data will be examined and remediation and intervention strategies assigned.	Quarterly FY 2013-2016	Assistant Superintendent Directors Principals Specialists Teachers Edison Learning CAO	SIG Title I General Fund		Student growth data Benchmark data Student Band Data
A3-7	Implementation of Year Round School concept at Peabody Middle School and A.P. Hill Elementary School	200 day concept (20 days) intersession to provide enrichment for students and longer school day.	2013-2016 planning year 2014-2015 implementation period Implemented	Superintendent Assistant Superintendent Directors Principals Specialists Teachers Edison Learning Chief Academic Officer	Grant Funding General Funding Private Funding Local and State Funding	Intersession workshops Professional consultants Staff training around year round concept	Assessment and SOL data results 2014-2015 school year AP Hill benchmark results are beyond expectations. Peabody results needs continual work. Math instruction major concern,

2013-2016 Academic

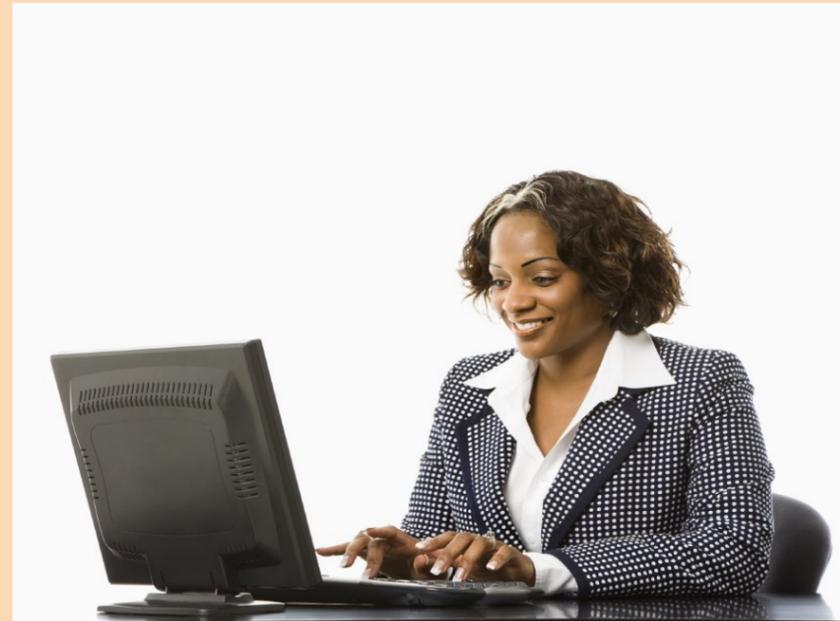
Priority 4: To implement an intense focus on early literacy at grades PK-5

Objective 1: Implement instructional strategies to promote early literacy skills

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Measurable Outcomes
A4-1	Implement effective (2 ½)hour reading block (3 ½)hour reading block at A. P. Hill)	FY 2013-2016 Implemented	Assistant Superintendent Directors Principals Specialists Teachers Edison Learning CAO	SIG Title I Title IIA General Fund	Literacy centers Guided reading Differentiated instruction Leveled reading libraries Utilizing non-fiction materials (i.e. science and history) Writing Process Utilizing leveled readers Integrating technology (i.e. iStation, iReady, Accelerated Reader) Components of literacy instruction Running Records	PALS Data iStation Reports Unit Test High Scope Brigance Walkthrough Observations
A4-2	Provide opportunities for students to participate in differentiated learning	FY 2013-2016	Principals Teachers Specialists Gifted Teacher	Title I Title IIA General Fund	Differentiated instruction Analyzing and using data Guided Reading Running Records Quick Reads Increased Rigor VDOE Trainings	Support logs Lesson plans Classroom Observations Principals Monitoring

A4-3	Provide remediation, enrichment and acceleration opportunities	<p>Implement varied instructional strategies utilizing multiple measures of outcome Guided reading and learning centers</p> <p>Provide and seek opportunities for enrichment</p> <p>Utilize the gifted teacher for resources for acceleration opportunities</p>	2013-2016	<p>Principals Teachers Specialists Gifted Teacher Counselors Edison Learning CAO</p>	<p>Title I Title IIA General Fund</p>	<p>Critical thinking Increased rigor Marzano Strategies Gifted Education Differentiated Instruction VDOE Trainings Flexible grouping/ transition strategies</p>	<p>Support logs Lesson Plans Classroom Observations Principal Monitoring</p>
A4-4	Integrate and implement strategies to support students with disabilities	Utilize balanced literacy approach while incorporating varied instructional strategies based on students' reading level	2013-2016	<p>Principals Teachers Specialists Special Education Counselors</p>	<p>Title I Title IIA General Fund Title VIB</p>	<p>Differentiated Instruction Marzano Strategies VDOE Trainings</p>	<p>Lesson Plans Classroom Observations Principal Monitoring</p>
A4-5	Implement K-5 writing plan	Division-wide writing prompts Follow VDOE Writing Checklist	Ongoing	<p>Principals Teachers Specialists Gifted Teacher Counselors Edison Learning CAO</p>	<p>Title I Title IIA General Fund</p>	<p>Writing Process VDOE Website</p>	<p>Lesson Plans Classroom Observations Principal Monitoring</p>

Priority 5 Building A 21st Century Technology Environment



PRIORITY 5 : Building a 21st Century Technology Environment

GOAL: To improve technology in PCPS—teaching and learning by use of instructional technology in core content areas, especially in the area of literacy.

2013-2016 Priority 5: Building a 21st Century Learning Environment

Objective 1: Use of technology for instructional support of academic plan

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
T1.1	Increase technology skills of Teachers and Administrators	Develop division wide Professional Development Academy Develop Professional Development Calendar Summer training for new teachers and training scheduled at professional development days Employ technology training for teachers during staff development and content meeting	FY 2013-2016	ITRT Principals Director of Schools	VPSA General Fund SIG	teacher evaluations -classroom observations Calendar will be reviewed annually by Director of Schools
T1.2	Improve literacy in elementary schools grades K-2	Assigning additional laptop computers in station of 3 to 4 computers in each class in grades K-2 Cost issues has stalled the plan	FY13 – 14 AP Hill JEB Stuart FY14 – 15 Robert E Lee Walnut Hill	Director of Technology ITRT	VPSA	-teacher evaluations -classroom observations Superintendent and Team monitoring technology needs and learning center implementation around the balanced literacy approach adopted the 2014-2015 school year

T1.3	Increase student access to technology in grades 6-12	Assess feasibility of implementing a one-to-one program to assign laptops to students in grades 6-12. Select 100 students to participate in Pilot Conduct Pilot at PHS or Vernon Johns to evaluate feasibility	FY13 - 16	Director of Technology ITRT Principals Director of Schools	VPSA	Provided as part of Professional Development Calendar for teachers	-classroom observations -student grades -student behavior
T1.5	Improvement of teachers capacity in the use of Promethean Boards in elementary schools	Deploy a Promethean Board in each core content classroom in elementary schools	FY13-16	ITRT		Teacher PD during summer 2014	-classroom observations
T1.6	Increase teacher usage of technology in developing lesson plans	Require Teachers to maintain class webpages	FY 13-16	ITRT	General Fund	CyberSchool training	-classroom observations -teacher evaluations
T1.7	Migrate to PowerSchool SIS (Student Information System) -enhance IPAL reporting capability -Provide capability to use mobile devices to access student information for parents -enhance administrative reporting capability -improve attendance reporting by teachers -improve grading process -improve master scheduling process	Migrate from Starbase to PowerSchool student information system.	FY13 - 14 Powers school has been implemented in PCPS	Director of Technology Data Analyst SIS Technician Pearson Project Manager	General Fund	Training will be provided to all technology support staff, and all necessary instructional support staff on the operation and user of PowerSchool. All teachers current and new will be trained	-monitor daily attendance
T1.8	Improve capability of student growth assessment tool	Migrate from SOLAR to Interactive Achievement web-based assessment tool	FY13-16	Director of Schools Testing Coordinator	Title I Testing	Provided by Interactive Achievement vendor	Monitor student growth data Monitor benchmark data Monitor band data

2013-2016 Priority 5: Building a 21st Century Learning Environment

Objective 2: Achieve required connectivity to implement technology to meet SOL require-

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
T2.1	Increase internet bandwidth to 300Mbps	Submit order to Verizon to increase internet bandwidth	Summer FY13 Cost issues here stalled the plan	Director of Technology	VPSA	N/A	Monitor internet bandwidth usage with network monitoring tools
T2.2	Increase of number of computers for instruction and testing and to meet new state technology standards for SOL	Provide additional computers for testing and instruction for Grades 3 – 12 Provide enough computers that all students in grades 3 -12 can be tested. Provide greater flexibility with testing schedule	FY13 - 15	Director of Technology	VPSA Supplemental VPSA	N/A	Verify student enrollment numbers in grades 3 -5 with the number of computers available

T2.3	Increase the power capability in classrooms to support installing 3 to 4 computers in grades K-2 to improve literacy	Request operations to install two (2) 20amp circuits in all classrooms	FY13 - 15 Cost issues has stalled the plan	Director of Technology Supervisor of Operations	Operations	N/A	Verify with contractor that circuits have been installed in the designated classrooms
T2.4	Install new data cabling in All school buildings to provide the capacity to support new and emerging hardware and software	Data cabling in all school facilities will be upgraded to current industry standards to meet the demands of emerging technologies.	<u>FY12 - 13</u> Peabody Middle AP Hill <u>Summer FY13</u> JEB Stuart PHS Vernon Johns <u>FY13 - 14</u> Walnut Hill Cost issues has stalled the plan	Director of Technology	VPSA Erate	N/A	Monitor cabling vendor to ensure all objectives of the statement of work for cabling projects are completed
T2.5	Improve Wireless infrastructure to provide wireless capability for mobile devices use for instruction and testing	Wireless access points will be installed in each classroom to ensure adequate coverage for instruction and testing	<u>FY13 -14</u>	Director of Technology	VPSA	N/A	Monitor contractor to ensure cabling is installed correctly to connect access points Summer of 2014 hired new director of technology. Director monitored plan and developing more improved plan. Implemented tablets with Backpack Initiative at Vernon Johns 9th grade.

2013-2016 Priority 5: Building a 21st Century Learning Environment

Objective 3: Maintain a safe technology environment for students, faculty, and staff.

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
T3.1	Enhance the ability to filter https access to unauthorized websites	Implement solution to filter https sites to enhance our capability to prevent and monitor access to unauthorized web resources	FY13 - 14	Director of Technology	General Fund	Train technical support on use of new filtering product	Monitor logs daily from filtering solution to ensure CI-PA compliance
T3.2	Enhance the ability of teachers to monitor student usage on the computer	Create login accounts for each student to provide a means of monitoring student usage on the computer. to improve over classroom management	FY13 -15	Director of Technology	N/A	Provide ITRT and Lead Technology Teachers the student login account information. Instruct them on password reset procedures	Disable generic student accounts. Teachers and ITRT to monitor students when using computers

2013-2016 Priority 5: Building a 21st Century Learning Environment

Objective 4: Provide efficient and timely communication using technology for community, parents, and

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment	
T4.1	Implement new division website	Implement new website to improve overall communication to our stakeholders.	FY13 -14 New website has been implemented for PCPS	Vera Lewis Nicole Bell Maurice Jones Johna Vazquez	General Fund Erate	Training will be provided to PCPS website administrators and Teachers as part of the implementation plan	-Conduct survey to assess the overall effectiveness of new website design -provide counter on website to monitor the number of hits -provide a suggestions or comments section on the website for users to provide feedback ADDED FACEBOOK AND TWITTER TO THE SCHOOL DIVISION TO BETTER COMMUNICATE TO THE PUBLIC
T4.2	Increase internet access for parents and students in City of Petersburg	Partner with City Library to increase technology access for students and parents Promote Comcast Internet Essentials program for parents that qualify for the School Lunch Program	FY13 - 15	Director of Technology PTA	VPSA	N/A	track student usage of computers at library Conduct survey to verify internet access for students at home
T4.3	Improve communication ability from students to Central Office	Implement anonymous email account for students to submit feedback to Central Office	FY13 - 14	Director of Technology	N/A	Students will need to be provided instructions on where to access the email.	Superintendent and PIO will monitor email inbox



Priority 6 Maintain a Safe and Disciplined Environment

GOAL: Petersburg schools will improve the safety and discipline environment by improving student conduct as measured by previous discipline infraction data (2012)

TARGET: To decrease discipline infractions in all reporting categories at all schools in Petersburg by 50 percentage points by the 2016 school year

2013-2016 Maintain a Safe and Disciplined Environment

Priority 6: To establish consistent practices that ensures school safety and climate within the school division.

Objective 1: Build Division-wide structure of positive behavioral intervention and support for all students.

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment	
S6.1-1	Each school will develop a Student Support Team to include administrators, General Ed teachers, Exceptional Education Personnel and School Counselors	Identify team members Provide professional development on positive school wide discipline process to staff Schedule meeting dates	August 2013	Building Principal	Staff Development Budget	August /September 2013	Roster of team members Minutes from meetings
S6.1-2	Review data to determine major needs of the school Select measurable student outcomes. scientifically-based practices	Review of discipline data from the 2012-2013 school year Analyze data to determine what kinds of incidents are occurring most frequently, where is it occurring and who is committing the infractions	August 2013 annually	Principals Student Support Team	Staff Development Budget	August/September Professional Development days	Reports on incidents and infractions from the Student Management System and office referrals

Priority 6: To establish consistent practices that ensures school safety and climate within the school division.

Objective 1: Build Division-wide structure of positive behavioral intervention and support for all students.

S6.1-3	Systematically instruct all students on school-wide expectations for behavior	Based on the data Identify and define school wide expectations for appropriate behavior including locations such as classroom, hallways, cafeteria etc. Communicate behavioral expectations to students, parents and staff at the beginning of the school year through assemblies, School handbooks, School website, etc.	August 2013-2016	Director of Pupil Personnel Principal Student Support Team	N/A	N;/A	List of school wide expectations School posters, signs throughout the building
S6.1-4	Develop a system of positive reinforcement options for students who demonstrate the expected behavior (i.e. PBIS) Implementation on an anti-bullying environment in all schools	Gather from students ideas for positive reinforcement that is meaningful to them. Develop a plan to support reinforcements for the school year. The creation of a bullying awareness and prevention program in every school	August 2013 All schools adopted PBIS program and Petersburg received state PBIS grant Team in every school	Director of Student Services Principal and Student Support Team	School Budgets	N/A PBIS PD provided to all teacher and administrators. 2013-2014 school year and repeated the summer of 2014-2015 school year	Schedule of celebrations and rewards
S6.1-5	Develop a plan to correct student behavior problems	Design a graduated program of consequences and direct instruction on appropriate behavior	FY 2013-2014	Principal and Student Support Team	N/A	August 2013	Menu of graduated consequences

S6.1-6	Provide universal proactive, prevention and intervention activities for all students	Ensure anti-bullying, peer mediation and character education programs continue to be utilized consistently division wide. Counselors develop plans for Classroom guidance, Groups and Individual Counseling sessions.	FY 2013-2014	Principal School Counselors	N/A	N/A Provided PD for all counselors by VDOE director in 2014	Counselor annual school program plan
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2013-2016 Maintain A safe Disciplined Environment

Priority 6: To establish consistent practices that ensures school safety and climate within the school division.

Objective 2: Provide mechanism for threat management and response

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
S6. 2-1	Establish a threat/risk assessment team and procedures.	Identify personnel from schools and community as members. Develop and train personnel on assessment and reporting procedures	Summer 2013	Student Services Director School Psychologist School Social Worker Intervention Specialist	General Fund	Professional Development days	Team roster adopted procedures.

2013-2016 Maintain A Safe Disciplined Environment

Priority 6: To establish consistent practices that ensures school safety and climate within the school division.

Objective 3: Develop evacuation plans to be used in emergency situations.

S6.2-2	Develop a Crime Solvers Scholastic Program	School personnel meet with Crime Solvers Board Members	August Yearly	Principal Faculty Advisor Crime Solver’s Board Members Law Enforcement Coordinator	General Fund	Professional Development Days	Program plan Monitoring and Evaluation reports
S6.2-3	Involve community in reporting possible truant students during the school day	Request support from the police department through the re-establishment of the “Street Watch” program Publicize program in local media	2013-2016	Student Services Coordinator Public Relations Director	Student Services	N/A	Street Watch agreement Flyers, Posters

2013-2016 Maintain A Safe And Disciplined Environment

Priority 6: To establish consistent practices that ensures school safety and climate within the school division.

Objective 6.4: Enhance school security procedures.

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
S6.4-1	Implementation of security cameras in all schools to assist administrators with building security.	Obtain security cameras for elementary schools and Blandford Academy.	FY 2013-2016	Director of Business and Finance School Facilities/Operations	Operating Budget Capital Budget Grants		Number of security cameras in schools.
S6.4-2	Ensure school administration and security are knowledgeable of search and seizure laws and procedures	Schedule staff development.	FY 2013-2016	Student Services Coordinator	N/A	Yes	Attendance at staff development activities.
S6.4-3	Plan random sweeps of secondary schools	Communication with local law enforcement.	FY 2013-2016	Supervisor of Operations	N/A	N/A	Reports of sweeps results

Priority 7 Improve Communication Among All Stakeholders



2013-2016

Priority 7: Increase Parental/Community Involvement & Support for PCPS Schools and its programs

Objective 1: Develop opportunities to involve families in their children’s education

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
C1-1	<p>Survey families for unique skills they can contribute to their child’s school.</p> <p>Survey Should also solicit responses regarding how PCPS is performing</p>	Use Title 1 parent survey	Survey to be sent to parents three times a year – ~September 2013 ~January ~June 2014	Principal or designee Public Relations	N/A	N/A	Keep record of survey
C1-2	Establish calendar of district-wide events	A program offered by the new web host vendor, CyberSchool, will automatically transfer calendar data imported at each school to the division calendar	Weekly 2013-2014	Key communicators, school designee, or web admin. per location. Public Relations	Cyber School	Cyber School Training	Monitor calendar on web site

Objective 1: Develop opportunities to involve families in their children's education

C1-3	Division wide community health & wellness fair for staff members and their family	5K walk/run Invite representatives with SRMC & Health Dept. to participate. They can offer health screenings etc. YMCA can lead pre-race warm-up/stretch. Offer food games for kids to play such as basketball, baseball and dodge ball. Prizes handed out to winners.	June 2014	Public Relations Key Communicators Program Specialist	Public Relations	None	Sign-in sheet Clicker Bibs
C1-4	Presentations to parents and community groups in all wards	Board Members to host town hall meetings School leaders attend PTA Meetings	Twice a year – 2013-2014	School Board Members Superintendent Public Relations	None	None	Sign in sheet Retain Log
C1-5	End of year talent show that features students, parents, and teachers	Hold auditions and create categories for different grade levels/ages	Yearly during month of June 2014	Public Relations Program Specialist Key Communicators	Federal Programs	None	Ticket Admission (Track Attendance)

2013-2016

Priority 7: Communicate and Update Employees on Key Issues

Objective 2: Enhance direct lines on communication with employees

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
C2-1	Develop "Issue at a Glance" model or "Hot Topic" Intranet: Hot topics posted that can only be viewed or accessed by employees	Take an issue that's of great importance to school/public and post on web site and in e-newsletter. For ex. "Year Round Schools" or "State Takeover of Schools"	Monthly 2013-2016	PIO	None	None	Keep record of various topic highlighted
C2-2	"All Users" internal email system	Email employees key issues and educational materials	As Needed	Public Relations and other depts. as needed	None	None	Keep record of submissions
C2-3	School hall meetings for employees	Invite all employees to participate. Offer opportunity for Q&A. Allow participants to submit questions anonymously	November 2013 & April 2014	Public Relations Key Communicators	None	None	Keep record of those in attendance

2013-2016

Priority 7: Heighten Feedback Opportunities for Students

Objective 3: Develop various paths for students to submit input for school

	Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
C3-1	Email message system to be placed on website. One directional correspondence	Provide an email address that community members/students can use to voice concerns, opinions and compliments.	Ongoing-2013-2016	Public Relations Superintendent	None	None	Report the frequency of messages
C3-2	Solicit feedback from student government groups	President of each student group is to report to Public Relations with issues/concerns via a uniform form. Form should be emailed to PR.	Monthly-2013-2016	Public Relations Student president of government group	None	None	Record issues outlined in report /form

2013-2016

Priority 7: Business Community Summit

Objective 4: Invite local businesses to visit schools and speak about their industry

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment	
C4-1	Invite local businesses to visit schools and speak about their industry	Send invitations to the local businesses with date and time via postal mail and email. Establish master schedule	Twice a year	Public Relations Human Resources Program Specialist	School Budget Refreshments (Water Bottles, Juice, and snacks)	None	Survey questionnaire of of from students Added Fort Lee-Tutoring in schools; Virginia State University School of Math and Physics; Conducted a business summit with over 15 business, chamber of commerce. Cameron Foundation support and local churches on division corrective plan for students
C4-2	Partner with businesses that will allow students to tour facilities... Mentor program....Intern	Establish dates and time of each business willing to allow students to tour. Establish master schedule	Once a semester	Public Relations Human Resources Program Specialist	None	None	Survey questionnaire of of from students (see C4-2)
C4-4	Business partners become students for a day	Partners will be paired with a student. Must adhere to dress code, etc... Partners will need background checks conducted.	Yearly	Human Resources Public Relations	HR: Fee for background check	None	Conduct interviews with partners \ (see C4-2)

2013-2016

Priority 7: Build Relationship with Elected Officials

Objective: Create and Adopt an “Official” program for Schools

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment
C5-1	Send school system publications to all elected officials, city leaders and their key staff members	Create an “elected official and key staff” email distribution list.	Monthly 2013-2016	Public Relations	None	None Retain record of items sent Adopted Monthly meetings with City manager and elected officials on school needs and plans Implemented school news magazine quarterly to keep business and the public informed.
C5-2	Have art work on display in the offices of elected officials, city leaders, local businesses, as well as, the city library and train station Develop relationship with Petersburg Area Art League	Collect art work from PCPS students. Offer art work to elected officials, city leaders, and local business owners – so they can hang the items on their wall office. Items to be returned to school after a period of time	Once a semester 2013-2016	Public Relations Key Communicators Art Teachers	None	None Create a log to monitor who accepts and declines the art work

2013-2016

Priority 7: Build A Strong Identity As A Family Friendly School

Objective: Enhance Branding and Image of School Division

Strategies	Process	Timeline	Person Responsible	Budget Source	Professional Development	Assessment	
C6-1	Create a "Moving to Petersburg" section on web site	Share what Petersburg has to offer. Include proximity to the city of Richmond & businesses in the community, housing, etc. Highlight some specifics of the school system such as the division's connection to local colleges, athletics and other extracurricular activities	Update monthly and as needed	Key Communicators Technology Department	None	None	Add counter to website to track how often site is viewed.
C6-2	Provide welcome packets to new families	Create welcome packets which shares information about Petersburg Schools. Packets should be in city offices, visitor center, each school & central office	Packets should be available by September 2013	Communication Committee	Public Relations	None	Feedback from new Visitors/new families Moving to the area
C6-3	Organizational day for students, parents, & community	Solicit businesses & organizations in the community that are kid friendly as to what they have to offer the families of Petersburg (child care, tutoring, support services)	Event should take place in September	Communications Committee	Public Relations	None	Feedback from Parents and community

C6-4	Provide Realtors with positive factual information about the School District – (Fact Sheet)	Prepare factual information about each school in a booklet format.	Yearly	Public Relations Communication Committee	Printing of booklet	None	Keep track of the number of booklets sent to realtors
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Petersburg City Public School Board

Kenneth L. Pritchett, Chairman

Samuel L. Pierce, Sr., Vice Chairman

Patricia Hines

Louise Long (new member as January 2015)

Adrian Dance (new member as of 2015)

Bernard Lundy

Atiba Muse

Dr. Joseph C. Melvin, Superintendent

Stephanie Bassett, Assistant Superintendent of Instruction

Jeanette Berrios, Clerk of the Board

**AP Hill Elementary:
K-5
Petersburg City Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	2	5%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers scoring proficient in 2013-2014	12	32%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers scoring below proficient in 2013-2014	23	62	
Number of the above teachers returning in 2014-2015	13		
Number and percent of teachers fully licensed in 2014-2015	34	85%	
Number and percent of new teachers to the school in 2014-2015	18	49%	
Number and percent of provisional teachers in 2014-2015	5	13%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	2	5%	Library Grade2 (waiting for VDOE)
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Kori Reddick has served as the principal of A. P. Hill Elementary School for 1 year. During this school term student performance improved in the area of reading and mathematics. SOL Reading scores went from 42% in 2013 to 55% in 2014 and SOL Mathematics scores went from 38% in 2013 to 62% in 2014. Prior to serving as principal of A. P. Hill Elementary, Ms. Reddick served as the principal of J. E. B. Stuart Elementary School. Prior to her tenure at J. E. B. Stuart, the school had never achieved full accreditation status. Under Ms. Reddick's tenure, the school went from accredited with warning to achieved full accreditation status for 2 consecutive years.

**J.E.B Stuart Elementary
Current Grade Span: K-5
Petersburg City Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	1	3%	
Number of the above teachers returning in 2014-2015	1		
Number and percent of teachers scoring proficient in 2013-2014	21	62%	
Number of the above teachers returning in 2014-2015	16		
Number and percent of teachers scoring below proficient in 2013-2014	12	35	
Number of the above teachers returning in 2014-2015	9		
Number and percent of teachers fully licensed in 2014-2015	30	91%	
Number and percent of new teachers to the school in 2014-2015	5	14%	
Number and percent of provisional teachers in 2014-2015	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	2	6%	Grade 1 Grade 4
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0	

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Dominique Bourgeois comes to PCPS from Charlottesville City Public Schools, where she served as an assistant principal at Buford Middle School. She received her bachelor's degree in education from Virginia Commonwealth University and master's degree from Virginia State University in Education Administration. Bourgeois has more than 11 years of teaching and administrative experience at the elementary and middle school levels.

**Peabody Middle School:
Current Grade Span: Grade 6-7
Petersburg City Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	3	7%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers scoring proficient in 2013-2014	27	60%	
Number of the above teachers returning in 2014-2015	22		
Number and percent of teachers scoring below proficient in 2013-2014	15	33%	
Number of the above teachers returning in 2014-2015	12		
Number and percent of teachers fully licensed in 2014-2015	42	88%	
Number and percent of new teachers to the school in 2014-2015	14	31%	
Number and percent of provisional teachers in 2014-2015	5	10%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	1	2%	Grade 6
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	1	2%	English 6

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Giron Wooden, Jr. has worked in the Petersburg City Public School system since 2002, shortly after graduating from Virginia Union University with a Bachelor of Arts Degree in History/Political Science and Secondary Education. He served the division as a classroom teacher at Peabody Middle School for five years and an assistant principal for six. While teaching history, Mr. Wooden earned a master's degree from Virginia State University in Administration and Supervision. The first three years as an assistant principal were at Peabody Middle, where Mr. Wooden was influential in reducing discipline and

Petersburg HS
Current Grade Span: 10-12
Petersburg City Public Schools

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	3	6.25%	
Number of the above teachers returning in 2014-2015	3		
Number and percent of teachers scoring proficient in 2013-2014	41	85.41%	
Number of the above teachers returning in 2014-2015	29		
Number and percent of teachers scoring below proficient in 2013-2014	4	8.33%	
Number of the above teachers returning in 2014-2015	4		
Number and percent of teachers fully licensed in 2014-2015	66	81.48%	
Number and percent of new teachers to the school in 2014-2015	15	18.52%	
Number and percent of provisional teachers in 2014-2015	7	8.64%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	9	11.11%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	7	8.64%	Spanish, Geometry, Nurse Aide, Econ & Personal Finance, Electronics, Accounting & Manufacturing Sys.

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Alicia Fields has served as the principal of Petersburg High School since July 2007. For the 2014-2015 school year, based on the 2014 Standards of Learning results, Petersburg High school became fully accredited under her reign.

R.E. Lee ES
Current Grade Span: K-5
Petersburg City Public Schools

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	6	17.6%	
Number of the above teachers returning in 2014-2015	6		
Number and percent of teachers scoring proficient in 2013-2014	22	64.7%	
Number of the above teachers returning in 2014-2015	16		
Number and percent of teachers scoring below proficient in 2013-2014	6	17.6%	
Number of the above teachers returning in 2014-2015	3		
Number and percent of teachers fully licensed in 2014-2015	26	78.79%	
Number and percent of new teachers to the school in 2014-2015	10	30.3%	
Number and percent of provisional teachers in 2014-2015	5	15.15%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	2	6.06%	Grade 1 Grade 4
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0	0

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Barbara Patterson has served the principal of Robert. E. Lee since July 2007. Under her reign since 2007-2013 the school was fully accredited. Currently the school is not fully accredited and is in warned status.

**Vernon Johns Jr. High School:
Current Grade Span:
Petersburg City Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	6	12%	
Number of the above teachers returning in 2014-2015	3		
Number and percent of teachers scoring proficient in 2013-2014	32	64%	
Number of the above teachers returning in 2014-2015	27		
Number and percent of teachers scoring below proficient in 2013-2014	12	24	
Number of the above teachers returning in 2014-2015	7		
Number and percent of teachers fully licensed in 2014-2015	41	82%	
Number and percent of new teachers to the school in 2014-2015	5	10%	
Number and percent of provisional teachers in 2014-2015	6	12%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	2	4%	Earth Science Theatre Arts
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	3	6%	Grade 8 Math Algebra I&II Physical Science

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Shannon Washington is from Hampton City Schools as a previous assistant principal of Eaton Middle School and at her previous school her areas of curriculum leadership focus were Math and English. She designed her School Learning Plan to drive the mission of the school. Her goal as Principal at Vernon Johns is to empower teachers to take positive educational risks that will result in student engagement and achievement. She plans to celebrate success, encourage one another, and motivate her students. She will implement more student led conferences where students will be able to discuss their progress based on

Walnut Hill ES
Current Grade Span: K-5
Petersburg City Public Schools

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	2	5.4%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers scoring proficient in 2013-2014	28	75.7%	
Number of the above teachers returning in 2014-2015	27		
Number and percent of teachers scoring below proficient in 2013-2014	7	18.9	
Number of the above teachers returning in 2014-2015	6		
Number and percent of teachers fully licensed in 2014-2015	35	94.59%	
Number and percent of new teachers to the school in 2014-2015	4	10.81%	
Number and percent of provisional teachers in 2014-2015	2	5.41%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	1	2.78%	Grade 4
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0	0

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Belinda Urquhart has served as the principal of Walnut Hill Elementary School since July 2013. Prior to becoming principal, she served as the assistant principal at Walnut Hill Elementary. She currently is a participant in the National Institute of School Leaders (NISL) program to help improve leadership capacity and student achievement.

Petersburg City Schools

Accreditation Status

School	2009-2010 (Based on SOL Assessments in 2008-2009)	2010-2011 (Based on SOL Assessments in 2009-2010)	2011-2012 (Based on SOL Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on SOL Assessments in 2011-2012 and 2012 Graduation and Completion Index)	2013-2014 (Based on SOL Assessments in 2012-2013 and 2013 Graduation and Completion Index)	2014-2015 (Based on SOL Assessments in 2013-2014 and 2014 Graduation and Completion Index)
A. P. Hill Elementary	Fully Accredited	Accredited with Warning: Warned in English and Science	Accredited with Warning: Warned in English and Science	Accredited with Warning: English and Mathematics	Accreditation Denied: English, Math, Science	Accreditation Denied: English, Math, Science
J.E.B. Stuart Elementary	Accreditation Denied: Warned in Math and Science	Accreditation Denied: Warned in English	Fully Accredited	Fully Accredited	Accredited with Warning: English, Math	Accredited with Warning: English, Math, Science
Peabody Middle	Accreditation Denied: Warned in English, Math, and History	Accreditation Denied: Warned in English, Math, and History	Accreditation Denied: Warned in Math	Accreditation Denied: Mathematics	Accreditation Denied: English, Math	Accreditation Denied: English, Math, History
Petersburg High	Fully Accredited	Fully Accredited	Accredited with Warning: Graduation Index (78)	Fully Accredited Graduation Index (85)	Accredited with Warning: Math Graduation Index (84)	Fully Accredited Graduation Index (85.8)
Robert E. Lee Elementary	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Warning: English, Math	Accredited with Warning: English, Math, Science
Vernon Johns Junior High	Accreditation Denied: Warned in English and Science	Fully Accredited	Accredited with Warning: Warned in English and History	Accredited with Warning: History	Accredited with Warning: English	Conditional Accreditation: English, Math
Walnut Hill Elementary	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Warning: Mathematics	Accredited with Warning: English, Math	Accredited with Warning: English, Math

Federal Accountability Pass Rates (Based on previous year's assessments)**English**

	2009-2010 Based on Assessments in 2008-2009	2010-2011 Based on Assessments in 2009-2010	2011-2012 Based on Assessments in 2010-2011	2012-2013 Based on Assessments in 2011-2012	2013-2014 Based on Assessments in 2012-2013	2014-2015 Based on Assessments in 2013- 2014
A. P. Hill Elementary	81%	60%	62%	72%	41%	56%
J.E.B. Stuart Elementary	76%	64%	78%	81%	56%	53%
Peabody Middle	64%	67%	76%	75%	46%	46%
Petersburg High	90%	91%	84%	83%	75%	73%
R. E. Lee Elementary	81%	77%	78%	81%	45%	79%
Vernon Johns Junior High	62%	73%	76%	87%	47%	49%
Walnut Hill Elementary	85%	78%	73%	79%	55%	56%

Mathematics

	2009-2010 Based on Assessments in 2008-2009	2010-2011 Based on Assessments in 2009-2010	2011-2012 Based on Assessments in 2010-2011	2012-2013 Based on Assessments in 2011-2012	2013-2014 Based on Assessments in 2012-2013	2014-2015 Based on Assessments in 2013-2014
A. P. Hill Elementary	80%	66%	62%	42%	34%	58%
J.E.B. Stuart Elementary	64%	77%	84%	61%	56%	60%
Peabody Middle	47%	58%	49%	43%	41%	37%
Petersburg High	86%	84%	87%	52%	51%	75%
R. E. Lee Elementary	83%	86%	90%	59%	55%	58%
Vernon Johns Junior High	89%	86%	85%	66%	66%	65%
Walnut Hill Elementary	81%	84%	75%	48%	45%	63%

Science

	2009-2010 Based on Assessments in 2008-2009	2010-2011 Based on Assessments in 2009-2010	2011-2012 Based on Assessments in 2010-2011	2012-2013 Based on Assessments in 2011-2012	2013-2014 Based on Assessments in 2012-2013	2014-2015 Based on Assessments in 2013-2014
A. P. Hill Elementary	74%	54%	64%	77%	51%	49%
J.E.B. Stuart Elementary	59%	74%	80%	83%	71%	54%
Peabody Middle	N/A	N/A	N/A	N/A	N/A	N/A
Petersburg High	84%	91%	93%	91%	84%	87%
R. E. Lee Elementary	88%	83%	84%	78%	73%	57%
Vernon Johns Junior High	68%	78%	79%	87%	67%	59%
Walnut Hill Elementary	73%	83%	73%	81%	70%	65%

History

	2009-2010 Based on Assessments in 2008-2009	2010-2011 Based on Assessments in 2009-2010	2011-2012 Based on Assessments in 2010-2011	2012-2013 Based on Assessments in 2011-2012	2013-2014 Based on Assessments in 2012-2013	2014-2015 Based on Assessments in 2013-2014
A. P. Hill Elementary	81%	73%	64%	72%	78%	74%
J.E.B. Stuart Elementary	89%	79%	86%	92%	83%	85%
Peabody Middle	63%	63%	71%	72%	71%	58%
Petersburg High	91%	94%	72%	69%	75%	65%
R. E. Lee Elementary	90%	89%	82%	82%	86%	75%
Vernon Johns Junior High	70%	75%	56%	65%	73%	70%
Walnut Hill Elementary	85%	87%	75%	76%	82%	83%

**VIRGINIA BOARD OF EDUCATION
SUSSEX COUNTY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING
Goals and Expected Outcomes**

Background

The Standards of Quality require local school boards to maintain *Fully Accredited* schools and to take corrective actions for schools that are not *Fully Accredited*.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

...When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#)....

Period of Enactment of the Memorandum of Understanding (MOU)

The Memorandum of Understanding (MOU) between the Sussex County School Board and the Virginia Board of Education will be in place until all schools are *Fully Accredited*.

For purposes of this MOU, the Sussex County School Board and the central office staff will adopt four key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement.

1. Teacher Quality
2. Division Leadership
3. Division Curricula Guide Alignment
4. Division Professional Development

Responsibilities of the Sussex County School Board and Sussex County Public Schools

1. The Sussex County School Board will submit an updated corrective action plan to the Virginia Board of Education for approval. The corrective action plan will include the expected outcome data related to each essential action and indication of whether the data will be reported monthly, quarterly, and annually to the local board. The corrective action plan will document local reporting to the board and modifications that may be required to the plan. Documentation on reports to the board will be provided to the Department monthly.
2. If additions to the corrective action plan are required by the Virginia Department of Education, the Division Superintendent will be notified. The Division Superintendent will share with the local board any additions that are required.
3. The Sussex County School Board will provide written summative reports on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, as requested.
4. The Sussex County School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan.
5. The Sussex County School Board members and the Division Superintendent will participate annually in board and superintendent training, as required in the Standards of Quality § **22.1-253.13:5.D**, and provided by or in collaboration with the Department of Education.

Responsibilities of the Virginia Board of Education and the Department of Education

Technical assistance will be provided at least monthly by a contractor assigned to Sussex County Public Schools by the Department of Education. This contractor will report monthly to the Office of School Improvement on the steps taken by Sussex County Public Schools to implement the corrective action plan.

School Division Essential Actions

The Sussex County School Board and central office staff will implement key priorities for improving student achievement related to the essential actions listed below.

Number	Essential Action
1.0	Teacher Quality
1.1	The central office staff and principals under the direction of the superintendent will develop and monitor individual action plans to reduce provisional licenses.
1.2	Sussex County Public Schools will commit to hiring personnel who are the most qualified for the position vacancy.
1.3	Sussex County Public Schools will provide written reports as requested by the Virginia Board of Education (as needed and, as appropriate) on current instructional vacancies, number of teachers on provisional licenses, and progress on individual action plans to reach full licensure.
2.0	Division Leadership
2.1*	The division will establish a procedure for providing summative feedback to school administrators on implementing and monitoring the written and taught curriculum.
2.2	The division will modify the existing teacher observation tool and set expectations as to how the observation tool will be utilized by administrators to provide explicit feedback on the alignment of the written, taught and assessed curriculum utilizing the Virginia Department of Education resources.
2.3	The division will initiate a plan to set expectations for a midyear review of lesson plans in each of the three schools.
2.4*	The central office staff and principals under the direction of the superintendent will plan, monitor and implement a plan to ensure that students graduate from high school on time.
2.5*	Using the quarterly report approved by the Department of Education, the central office staff and principals under the direction of the superintendent will provide the department data as required and will include recommendations for modifications to the corrective action plan that demonstrate accountability for results. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the essential actions indicated in the academic review.
3.0	Division Curricula Guide Alignment
3.1*	The division will enhance the local curriculum guides to align with Standards of Learning and Curriculum Framework in both content and cognitive level; facilitate students' use of higher level thinking skills through big ideas; and, align teaching strategies, assessments, and resources with the Curriculum Framework.
4.0	Division Professional Development
4.1	The division will revise the Professional Development Plan to create structured time for teachers/principals to continue practice with unpacking the standards and planning to provide instructional experiences and assessments that match content and cognitive level.
4.2	The division will utilize the Office of School Improvement resources on the VDOE's Web site, midyear school feedback on lesson plan templates, and actual lesson plans to provide administrators with professional development on lesson plan development, with a focus on content and cognitive level; linking big ideas, writing objectives that include behavior, conditions and criteria for students; and, using student learning data to differentiate instruction.

Number	Essential Action
4.3*	The central office staff and principals under the direction of the superintendent will implement a data monitoring process with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

*These essential actions were included in the previous MOU under Shared Leadership.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the memorandum of understanding (MOU) for the purpose of improving student achievement in Sussex County Public Schools.

<p>Printed Name: _____</p> <p>Title: Chair, Sussex County School Board</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Superintendent, Sussex County Public Schools</p> <p>Signature: _____</p> <p>Date: _____</p>
<p>Printed Name: _____</p> <p>Title: President, Virginia Board of Education</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Superintendent of Public Instruction</p> <p>Signature: _____</p> <p>Date: _____</p>

**Sussex County Public Schools
Division-Level Review
Corrective Action Plan
February 28, 2014**

Part I: Essential Actions

<p>1.0 Teacher Quality Increase our HQ teacher ratio/Decrease Provisional License personnel. Decrease teachers in non-endorsed areas. Increase and maintain annual goals for all personnel (Based on Baseline Data and IPAL report).</p>
<p>1.1 The central office staff and principals under the direction of the superintendent will develop and monitor individual action plans to reduce provisional license.</p> <p>Title of the person responsible to the Superintendent for this indicator: Superintendent/Human Resource Specialist/Principals</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board? Personnel report Updates on appointments and releases Professional development opportunities Recertification status</p> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time. Decrease provisional license personnel Decrease teachers in non-endorsed areas</p>
<p>1.2 Sussex County Public Schools will commit to hiring personnel who are the most qualified for the position vacancy.</p> <p>Title of the person responsible to the Superintendent for this indicator: Superintendent/Human Resource Specialist</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board? Personnel Report</p>

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased number of job fairs
 Increased use of online and newspaper postings
 Increased collaborations with colleges/universities

1.3

Sussex County Public Schools will provide written reports as requested by the Virginia Board of Education (as needed and appropriate) on current instructional vacancies, number of teachers on provisional licenses, and progress on individual action plans to reach full licensure.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Human Resource Specialist

When will reports on this essential action be made to the local board?

Quarterly

What will be shared with the local board?

Personnel report
 Updates on appointments and releases
 Professional development opportunities
 Recertification status

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased HQ teacher ratio
 Increased progress monitoring of provisional licensed personnel on a quarterly and bi-annually basis

2.0

Division Leadership

Increase student outcomes and teacher performanc. Reduce teacher turnover. Increase professional development.

2.1*

The division will establish a procedure for providing summative feedback to school administrators on implementing and monitoring the written and taught curriculum.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction

When will reports on this essential action be made to the local board?

Quarterly

What will be shared with the local board?

District Curriculum Handbook
 District snapshots during year and evaluations of principals at end of year

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased student outcomes/teacher performance/reduce teacher turnover/increase professional development

2.2

The division will modify the existing teacher observation tool and set expectations as to how the observation tool will be utilized by administrators to provide explicit feedback on the alignment of the written, taught and assessed curriculum utilizing the Virginia Department of Education resources.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/Principals

When will reports on this essential action be made to the local board?

Quarterly in first year and then semi-annually

What will be shared with the local board?

Summary of district's informal, formal, and summative observation tool
Comprehensive professional development plan
Sample lesson plan template based on observations shared above

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased student outcomes/teacher performance/professional development as it pertains to aligned instructional practices

2.3

The division will initiate a plan to work with principals on development of and setting expectations for a midyear lesson plan review in each of the three schools.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/Principals

When will reports on this essential action be made to the local board?

Semi-annually

What will be shared with the local board?

District Comprehensive Professional Development Plan
Summary of district review of lesson plans midyear each year in each of the three schools

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

School administrators/teachers/staff will become more adept of curriculum development, lesson planning, research-based practices to grow professionally into master practitioners.
Increased ratings on overall teacher performance overtime
Increased teacher retention

2.4

The central office staff and principals under the direction of the superintendent will plan, monitor and implement a plan to ensure that students graduate high school on time.

Title of the person responsible to the Superintendent for this indicator:

School Counselors/On-time Graduation Specialist

When will reports on this essential action be made to the local board?

Quarterly

What will be shared with the local board?

District on-time graduation report (dropouts/withdrawals/transfers)

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased on-time graduation rate annually by monitoring historical student attendance and academic performance/interventions and/or support services

2.5*

Using the quarterly report approved by the Department of Education, the central office staff and principals under the direction of the superintendent will provide the department data as required and will include recommendations for modifications to the corrective action plan that demonstrate accountability for results. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the essential actions indicated in the academic review.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/ Principals

When will reports on this essential action be made to the local board?

Monthly

What will be shared with the local board?

District MOU

Report on each Academic Review Essential Action

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

As a district initiative, we will work to adjust and tweak items identified through the essential actions which should improve student outcomes, teacher performance, and on-time graduation rate.

Increased ratings on overall teacher performance overtime

3.0**Division Curricula Guide Alignment**

Teachers/staff will become more adept of curriculum development, lesson planning, research-based practices and grow professionally into master practitioners.

3.1*

The division will enhance the curriculum guides to align with Standards of Learning and

Curriculum Framework Essential Knowledge and Skills in both content and cognitive level; facilitate students' use of higher level thinking skills through big ideas; and, align suggested learning experiences, assessments, and resources with the curriculum framework.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/Principals/Supervisor of Special Education

When will reports on this essential action be made to the local board?

Quarterly

What will be shared with the local board?

Report on actions to improve the district curriculum handbook , pacing guides, unit plans, supporting resources, and curriculum framework)

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

School administrators and teachers/staff will become more adept in the art of unpacking standards and backwards design.

Increased ratings on overall teacher performance overtime

Increased teacher retention

4.0

Division Professional Development

Increase professional development opportunities to help undergird district initiatives, reduce teacher turnover and assist with growing teachers and staff into master practitioners.

4.1

The division will revise the Professional Development Plan to create structured time for teachers/principals to continue practice with unpacking the standards and planning to provide experiences and assessments that match content and cognitive level.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/Principals/Supervisor of Special Education

When will reports on this essential action be made to the local board?

Quarterly

What will be shared with the local board?

Quarterly District Comprehensive Professional Development Plan (Revised) to include discussion of how professional development will be monitored to ensure practices are embedded in all classroom instruction.

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

School administrators and teachers/staff will become more adept of curriculum development (written, taught, tested), lesson planning (unpacking the standards and backwards design).

Increased ratings on overall teacher performance overtime

Increased teacher retention

4.2

The division will utilize the Office of School Improvement resources on the VDOE Web site, midyear school feedback on lesson plan templates, and actual lesson plans to provide administrators with professional development on lesson plan development, with a focus on content and cognitive level; linking big ideas, writing objectives that include behavior, conditions and criteria for students; and, using student learning data to differentiate instruction.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/Principals/Supervisor of Special Education

When will reports on this essential action be made to the local board?

Quarterly

What will be shared with the local board?

District Comprehensive Professional Development Plan(Revised) and comprehensive data reporting for schools

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased student outcomes/teacher performance/professional development opportunities/aligned assessments

Increased ratings on overall teacher performance overtime

Increased teacher retention

4.3*

The central office staff and principals under the direction of the superintendent will implement a data monitoring process with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

Title of the person responsible to the Superintendent for this indicator:

Superintendent/Director of Instruction/Director of Pupil Personnel

When will reports on this essential action be made to the local board?

Quarterly and Annually

What will be shared with the local board?

District Comprehensive Professional Development Plan (Revised) and comprehensive data reporting for schools (quarterly)

SOL Data and Accreditation Report (annually)

What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.

Increased student outcomes/teacher performance/professional development opportunities/aligned assessments

Increased ratings on overall teacher performance overtime

Increased teacher retention

Part II: Additions

If additional actions are requested by the Office of School Improvement (OSI) as a result of findings during the monitoring of the Memorandum of Understanding:

1. The OSI will e-mail the Division Superintendent and provide the modification and reason the modification is requested.
2. The Division Superintendent will make the modification to the corrective action plan within 10 days of notification of the modification by OSI.
3. The Division Superintendent will share the modification with the local board within 30 days of notification of the modification by OSI.
4. The Division Superintendent will send the revised corrective action plan to OSI within 30 days of notification of the modification by OSI or the day after school board notification, whichever is sooner.

Part III: Reporting

Each month, the Division Superintendent will send a copy of documentation shared with the local board no more than five (5) days after the local board meeting.

**Division Level
Sussex County Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	0	0%	
Number of the above teachers returning in 2014-2015	0		
Number and percent of teachers scoring proficient in 2013-2014	77	86%	
Number of the above teachers returning in 2014-2015	70		
Number and percent of teachers scoring below proficient in 2013-2014	14	16%	
Number of the above teachers returning in 2014-2015	8		
Number and percent of teachers fully licensed in 2014-2015	87	97%	
Number and percent of new teachers to the school in 2014-2015	14	16%	
Number and percent of provisional teachers in 2014-2015	5	6%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	3	3%	Special Education Middle School English History and Social Sciences
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	1	1%	Middle School English

Sussex County Schools

Accreditation Status

School	2009-2010 (Based on SOL Assessments in 2008- 2009)	2010-2011 (Based on SOL Assessments in 2009-2010)	2011-2012 (Based on SOL Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on SOL Assessments in 2011-2012 and 2012 Graduation and Completion Index)	2013-2014 (Based on SOL Assessments in 2012-2013 and 2013 Graduation and Completion Index)	2014-2015 (Based on SOL Assessments in 2012-2013 and 2014 Graduation and Completion Index)
Sussex Central Elementary	Chambliss Accreditation Denied: English	Chambliss Accreditation Denied: English	Chambliss Accreditation Denied: English	Chambliss Fully Accredited	Conditional New	Accredited with Warning: English, Math
	Jefferson Fully Accredited	Jefferson Fully Accredited	Jefferson Fully Accredited	Jefferson Fully Accredited		
Sussex Central Middle	Accredited with Warning: English, Math, History	Fully Accredited	Fully Accredited	Accrediated with Warning: Math	Conditional New	Accredited with Warning: English, Math, Science
Sussex Central High	Fully Accredited	Fully Accredited	Fully Accredited Graduation (85)	Fully Accredited Graduation (86)	Accredited with Warning: Math Graduation (84)	Accredited with Warning: Math Graduation (91)

Federal Accountability Pass Rates**English**

	2009-2010 Based on Assessments in 2008- 2009	2010-2011 Based on Assessments in 2009- 2010	2011-2012 Based on Assessments in 2010- 2011	2012-2013 Based on Assessments in 2011- 2012	2013-2014 Based on Assessments in 2012- 2013	2014-2015 Based on Assessments in 2013- 2014
Sussex Central Elementary	60%	63%	73%	Chambliss 76%	Conditional New	49%
				Jefferson 91%		
Sussex Central Middle	69%	78%	80%	80%	Conditional New	64%
Sussex Central High	88%	89%	92%	88%	67%	85%

Mathematics

	2009-2010 Based on Assessments in 2008- 2009	2010-2011 Based on Assessments in 2009- 2010	2011-2012 Based on Assessments in 2010- 2011	2012-2013 Based on Assessments in 2011- 2012	2013-2014 Based on Assessments in 2012- 2013	2014-2015 Based on Assessments in 2013- 2014
Sussex Central Elementary	56%	86%	86%	Chambliss 57%	Conditional New	47%
				Jefferson 54%		
Sussex Central Middle	69%	73%	75%	52%	Conditional New	64%
Sussex Central High	81%	75%	83%	49%	50%	56%

Science

	2009-2010 Based on Assessments in 2008- 2009	2010-2011 Based on Assessments in 2009- 2010	2011-2012 Based on Assessments in 2010- 2011	2012-2013 Based on Assessments in 2011- 2012	2013-2014 Based on Assessments in 2012- 2013	2014-2015 Based on Assessments in 2013- 2014
Sussex Central Elementary	61%	81%	74%	Chambliss 84%	Conditional New	73%
				Jefferson 92%		
Sussex Central Middle	81%	80%	80%	87%	Conditional New	59%
Sussex Central High	77%	78%	83%	81%	59%	71%

History

	2009-2010 Based on Assessments in 2008- 2009	2010-2011 Based on Assessments in 2009- 2010	2011-2012 Based on Assessments in 2010- 2011	2012-2013 Based on Assessments in 2011- 2012	2013-2014 Based on Assessments in 2012- 2013	2014-2015 Based on Assessments in 2013- 2014
Sussex Central Elementary	81%	83%	63%	Chambliss 75%	Conditional New	74%
				Jefferson 75%		
Sussex Central Middle	56%	70%	81%	83%	Conditional New	76%
Sussex Central High	84%	84%	62%	68%	74%	73%



Corrective Action Plan Progress Updates

1.0 Teacher Quality

1.1: There are currently 4 teachers on Improvement/support plans. These plans are being monitored by school administrators and the Director of Instruction.

1.2: The Human Resource Department and administrators have been hiring candidates who are the most qualified for the position. We are using the Search Soft software to screen for eligible candidates.

1.3: The division has been compliant and will continue to be in terms of providing any needed documents. The division has submitted by the requested deadlines.

2.0 Division Leadership

2.1: There continues to be a focus on monitoring the written and taught curriculum. A schedule is in place for feedback on both teacher observations and lesson plans. Teachers utilize the One Note online portfolio system to make monitoring more efficient for administrators. The division is currently using the board approved walkthrough form that includes a column that tracks PD inclusion. The division also uses the Observation 360 software, which has a PD and data tracking component built in. Lesson plans are checked weekly by school administrators. The Director of Instruction and superintendent provide feedback to administrators regarding their feedback to teachers.

2.2: Since our last VDOE visit, the division has begun using the Observation 360 software as the tool to assist monitoring formal observations. This tool includes a component that can recommend PD opportunities for teachers, and track data. Administrators are asked to share this data with their staff monthly at faculty meetings to determine next steps for improving student achievement.

Additionally, our elementary school is utilizing the Student Engagement observation tool provided by our SURN partners from the College of William and Mary, and our high school is also utilizing

monitoring tools provided through AARPE (Aligning Academic Review and Performance Evaluation). Resources are shared across the division. .

2.3: A Mid-Year review of lesson plans was conducted by the Director of Instruction in November, with another round scheduled for February for all three schools. During this review feedback was given to building level administrators on ways to improve reviewing lesson plans.

2.4: Our graduation rate is at 90%., but we will continue to monitor each student's progress towards graduation in data meetings, and our monthly graduation cohort meetings that occur at the high school. The superintendent is also in the process of creating a Drop Out Prevention Program, which has already met once this year.

2.5: The division and each of its schools have an Indistar plan. Meetings are held each month to include any updates that document academic progress. A compliance specialist position was created to assist with the documentation component. A "follow up" Academic Review was completed in December by members of the VDOE School Improvement Team to track progress, and visits are made to the division monthly by VDOE staff members. .

3.0: Division Curricula Guide Alignment

3.1: Updated curriculum guides were completed in all four core areas during the summer of 2014 using an outside vendor. Curriculum posters were created for each class that includes the pacing guide, essential questions, and related activities using VDOE's Curriculum Framework as the guide. In addition, Curriculum Handbooks were created for parents at all grade levels. Training will continue to occur to enhance differentiation and increased rigor.

4. 0: Division Professional Development

4.1: The division's professional development plan was revised during the spring of the 2013-14 school year. An Academic Review from VDOE inspected the plan during the "follow up" review in December and found it to be appropriate.

A structured professional development on "Unpacking the Standards" was done during the spring of 2014 by an outside vendor, and followed up this past summer by the Director of Instruction during an in-service training using the Table of Specifications tool that aligns the content and cognitive levels. Information disseminated during this in-service has been followed up by principals during their monthly faculty meetings in their own respective schools.

4.2: The Office of School Improvement resources have been shared with school staff and utilized in classrooms to improve instruction. For example, our elementary school is a Focus School. Therefore,

we have taken advantage of both the professional development and resources shared by the SURN staff at the College of William and Mary. Our high school is currently using tools shared by AARPE, and are attending the professional development sessions sponsored by VDOE.

4.3: Student achievement data is monitored using the LDS OnTrac system. Two training sessions have been conducted with administrative staff members, and follow up staff training on student data was conducted by key central office personnel. These trainings focused on identifying “Triage” students, assigning interventions, and creating a “Watchlist” online. Data is reviewed at the division level monthly at the CDR (Comprehensive Data Review) meetings and benchmark meetings. These meetings are led by the Superintendent and the Director of Instruction, but all other directors are invited.

Schools hold weekly PLC meetings where data is routinely analyzed.